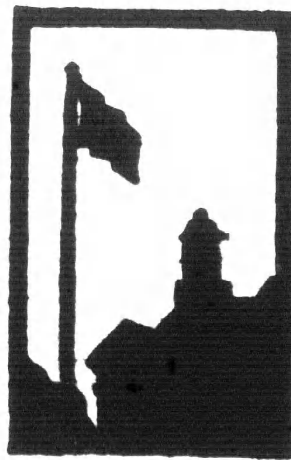


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THE SECONDARY-SCHOOL LIBRARY



BULLETIN, 1932, No. 17

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MONOGRAPH No. 17

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**UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION**

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BY
B. LAMAR JOHNSON

BULLETIN, 1932, NO. 17
NATIONAL SURVEY OF SECONDARY EDUCATION
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NOTE

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., October, 1932.

SIR: Within a period of 30 years the high-school enrollment has increased from a little over 10 per cent of the population of high-school age to more than 50 per cent of that population. This enrollment is so unusual for a secondary school that it has attracted the attention of Europe, where only 8 to 10 per cent attend secondary schools. Many European educators have said that we are educating too many people. I believe, however, that the people of the United States are now getting a new conception of education. They are coming to look upon education as a preparation for citizenship and for daily life rather than for the money return which comes from it. They are looking upon the high school as a place for their boys and girls to profit at a period when they are not yet acceptable to industry.

In order that we may know where we stand in secondary education, the membership of the North Central Association of Colleges and Secondary Schools four years ago took the lead in urging a study. It seemed to them that it was wise for such a study to be made by the Government of the United States rather than by a private foundation; for if such an agency studied secondary education it might be accused either rightly or wrongly of a bias toward a special interest. When the members of a committee of this association appeared before the Bureau of the Budget in 1928 they received a very courteous hearing. It was impossible, so the chief of the Budget Bureau thought, to obtain all the money which the commission felt desirable; with the money which was obtained, \$225,000, to be expended over a 3-year period, it was found impossible to do all the things that the committee had in mind. It was possible, however, to study those things which pertained strictly to secondary education, that is, its organization; its curriculum, including some of the more

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fundamental subjects, and particularly those subjects on which a comparison could be made between the present and earlier periods; its extracurriculum, which is almost entirely new in the past 30 years; the pupil population; and administrative and supervisory problems, personnel, and activities.

The handling of this survey was entrusted to Dr. Leonard V. Koos of the University of Chicago. With great skill he has, working on a full-time basis during his off-quarters from the University of Chicago, and part-time the other quarters, brought it to a conclusion.

This manuscript reports a study of the library. The library, it is claimed, exists first to improve the curriculum, and second, to encourage reading as a leisure-time occupation. This study was made both by inquiry form and personal visit of Doctor Johnson. The returns to the inquiry form were received from 390 schools located in 46 of the States and in the District of Columbia. Of these schools, 163 were 4-year high schools; more than half of them had enrollments of 750 or fewer pupils. Fifty-five had enrollments of more than 2,000. It seems likely that these schools are representative. In the personal visitation Doctor Johnson spent usually a day in each school. He visited altogether 44 schools in 15 of the States. In a few cases the visit extended over two days.

This study shows inadequate facilities as the main difficulty encountered by librarians. The Dewey decimal system of classification is the dominant method of cataloguing. In practically all the libraries teachers are invited to submit their lists of books before purchases are made. Too frequently, however, the library is in charge of a teacher who has a full-time teaching load. She is often assisted by pupil assistants, but this is not entirely satisfactory. It was found that most of the librarians do not approve of having the library and study halls combined, but nevertheless this method did produce the best results and was favored by the pupils and by the principals. It was found that the junior high school pupils use the library for pleasure reading more than do the senior high school pupils. To the latter the library is a workshop. Some experimentations are being made with classroom libraries, departmental libraries, and the like; but there is little cooperation found between the school libraries and

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public libraries. Library service in the small high school has not been so successfully developed as in larger places, due to scarcity of books and untrained librarians generally.

It is respectfully recommended that this study be published as one of the monographs of the National Survey of Secondary Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

THE SECONDARY-SCHOOL LIBRARY

CHAPTER I: PURPOSES AND METHODS OF THE STUDY

1. IMPORTANCE OF THE SCHOOL LIBRARY

... school library service means for the child a new world of spiritual and intellectual adventure. It means for the teacher untold increase in resources and power. It means for the school a new atmosphere of learning, a new vision of things intellectual, and a unifying force of the highest significance. It means for the home new elements of common interest and the revival of reading aloud. It means for the public library a growing clientele of intelligent patrons. It means for democracy increasing vigor and security.¹

Educators are emphasizing the importance of the school library to present-day education. "A well-equipped library is one of the essential parts of a modern high school," declare Carpenter and Ruff. "It is almost impossible to conceive of superior instruction on a secondary level which does not consistently utilize this unit of the school plant."²

"The school library has arrived as an organization unit of a school around which rotates much of the work carried on in the schools," says Engelhardt. "In each instructional division, in the offices of the superintendent and his staff, and in the workrooms of the teachers one observes the library as a functioning service. The schools are being transformed through the increasing appreciation of the possibilities latent in the extended use of the library as a workshop and recreational center. The modern teacher no longer depends solely on one textbook; and the curriculums of the schools make increasing demands upon the printed, the visual, and the display materials."³

¹ Morgan, Joy Elmer. *The School Library Movement*. *Library Journal*, 54: 107-109, Feb. 1, 1929.

² Carpenter, W. W., and Ruff, John. *The Teacher and Secondary-School Administration*. Chicago, Ginn & Co., 1931. 460 pp. (see p. 62).

³ Engelhardt, Fred. *Public-School Organization and Administration*. Chicago, Ginn & Co., 1931. 595 pp. (see p. 403).

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Teachers are not limiting the materials placed in the hands of the pupils to a single textbook, but are encouraging wide reading in books, magazines, newspapers, pamphlets, and bulletins. Supervised study, the Morrison technique, and the contract plan not only require extensive use of reference materials but also require the use of these materials during the class period under the supervision of the teacher.⁴ Modern methods of classroom teaching are placing new demands upon the secondary-school library and are making its place in the innovating school one of signal importance.

The use of leisure time is becoming an increasingly important problem in American life. The effect on the school library is well stated by Morgan:

Increasing leisure time is here. The 5-day week is now an economic necessity if widespread unemployment is to be abated. Larger leisure for the masses is assured. The use of this leisure too frequently wants a spiritual and intellectual emphasis. We believe it is possible to fix in the mind of the child his personal responsibility for his own reading by providing in the school generous opportunity for leisure in the learning atmosphere of the library.⁵

1. PURPOSES OF INVESTIGATION

The purposes of this investigation are:

First, to list and describe activities and devices used in outstanding secondary-school libraries.

Second, to present data regarding the administration, staff, and facilities of libraries in secondary schools (a) from studies already made, and (b) from facts regarding libraries in schools recommended as having outstanding library service.

Third, to interpret certain problems of the secondary-school library in the light of evidence from a study of the use made of outstanding high-school libraries.

Fourth, to propose for further investigation problems relating to the secondary-school library.

Since the libraries taking part in this study have been recommended as outstanding, they are not to be regarded as being representative of the library situation in the typical

⁴ "Supplementary material, including books, pamphlets, exhibits, pictures, and pupils' reports should be available for use during the class period." *Problems in Classroom Method*. By Douglas Waples. New York, The Macmillan Co., 1927. 609 pp. (see p. 298).

⁵ Morgan, Joy Elmer. The School Library Movement. *The Library Journal*, 54 : 107-109, Feb. 1, 1929.

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high schools of the Nation. In order to present some picture of the status of secondary-school libraries, the data from the selected schools participating in this study are supplemented by summaries of previous investigations of more typical high-school libraries.

5. METHOD OF INVESTIGATION

In the light of the purposes of this study the first step in the investigation was to identify outstanding libraries in secondary schools. Early in the survey forms requesting the names of secondary schools with outstanding practices in the various aspects of school work were sent to both State and city school superintendents. On another form high-school principals were asked to indicate the phases of high-school work in which their schools were outstanding. The replies to these requests listed a large number of schools as having successful libraries. To a group of 109 library specialists (State library commissioners, directors of library schools, and leaders in school library work) were sent letters asking them to list particularly efficient high-school libraries of which they knew. There were added to the names secured from these sources those of school libraries mentioned in the literature on the high-school library as having innovations of significance. To 620 of the 1,027 schools⁶ thus recommended the survey sent inquiry forms regarding the school library, its administration, its equipment, and its staff. Particular effort was made to encourage the mention and description on the form when returned of innovations in high-school library service and administration.

Returns of inquiry forms were received from 390 schools in 46 States and the District of Columbia. The number of schools replying varied from 1 school in each of 4 States to 42 schools in Pennsylvania and 43 schools in New York.

Forms were returned by various types of secondary schools and by schools ranging widely in enrollment. (See Table 1.) Of the 390 schools represented, 163 are 4-year high schools. Considerably more than half of the schools taking part in the

⁶ Inquiry forms were not sent to all schools recommended as having outstanding library service because many of them had already received a number of forms relating to other aspects of the National Survey of Secondary Education, and it was not thought desirable to send additional inquiries to them.

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study have enrollments of 750 or fewer; it is important to note, however, that 55 schools with enrollments of more than 2,000 are included in the investigation.

The forms received from the 390 schools were studied carefully for the purpose of locating high-school libraries with particularly outstanding practices. By this means 44 schools in 15 States were selected to be visited.⁷ Lack of time made it impossible to visit many other equally outstanding high-school libraries. It is believed, however, that those visited are representative of the better practices in schools with various types of school library organization and administration.

TABLE 1.—*Libraries replying to inquiry form in schools classified according to types and enrollment*¹

Type of school	Enrollment					Total
	100 or fewer	101-300	301-750	751-2,000	More than 2,000	
1	2	3	4	5	6	7
Junior high school.....	4	6	32	37	4	83
Junior-senior high school.....	5	17	25	20	10	77
Senior high school.....	6	9	12	30	8	65
4-year high school.....	38	42	22	20	22	163
Junior college.....					1	1
Junior college and senior high school.....				1		1
Total.....	53	74	91	117	55	390

Usually one day was spent in each school, although in the case of some of the larger schools the visit extended over a 2-day period. In a few schools, only one or two hours were spent inquiring into one or two specific features of the library and its work. During each visit a conference was held with the librarian in an attempt to learn in some detail the administration of the library and to get information regarding devices and activities found to be particularly valuable.

In addition to obtaining descriptions of devices and activities reported by the librarians of the schools visited, an effort was made to determine the use students were making of

¹ The States in which schools were visited and the number of schools visited in each State are as follows: Pennsylvania, 9; Colorado, 4; Michigan, 4; New York, 4; Ohio, 4; Minnesota, 3; North Carolina, 3; Washington, 3; Illinois, 2; New Jersey, 2; Wisconsin, 2; Georgia, 1; Nebraska, 1; Rhode Island, 1; and Tennessee, 1.

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these high-school libraries and also to learn how secondary-school teachers are served by and cooperate with the libraries of their schools. The pupils in 24 schools were given checking lists upon which they indicated whether they had used the school library the previous day, and if so, in what activity or activities they had engaged there. In 17 schools teachers were asked to report the following: (1) Activities of library staffs in helping teachers, (2) suggestions for improving library service, and (3) activities of teachers in encouraging the use of the library. In order to learn further of the relation of teachers to the library, librarians were asked to report activities of teachers which encourage the use of the library and also activities of teachers which discourage the use of the library and handicap its work.

In the report of this study to be found in the following pages an effort is made not only to present a statistical summary of the situation in the secondary-school libraries included in the study, but particularly to point out and describe innovations in these different libraries.

CHAPTER II : FUNCTIONS AND OBSTACLES

1. FUNCTIONS OF THE SECONDARY-SCHOOL LIBRARY

In the literature regarding the school library appear recurrent statements of its objectives. For the most part such statements are formulated on the basis of one person's opinion and experience. In order to determine the concept of objectives held by those most closely identified with school library work, there was provided on the inquiry forms sent to secondary schools space for stating various aims of the high-school library. Space was also included for setting down the difficulties encountered in realizing these aims. In the discussion which follows, the statements of functions and of obstacles are generalizations based upon the varied phrasings on the returned inquiry forms.

Most of the inquiry forms were filled in by school librarians. In a number of cases, however, the reports were made by principals or by teacher-librarians. In presenting the material regarding functions and obstacles the data are classified according to the position of the person filling in the inquiry form.

The functions most frequently listed on the returned inquiry forms are "To enrich the curriculum and supply reference material" and "To provide for worthy use of leisure time." (See Table 2.) Principals attach more importance to the enrichment of the curriculum and the supplying of reference material than do librarians. On the other hand, a larger proportion of librarians than principals list the leisure-time function of the library. The objective which ranks third is "To train pupils in the use of books and of the library," an aim which is stressed by librarians but is referred to by comparatively few principals and teacher-librarians. A number of librarians state that the library should be a centralizing agency for the school, an objective which is practically unmentioned by principals and teacher-librarians. Other purposes of the school library suggested by those filling out

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inquiry forms are "To train for character," "To serve teachers," and "To assist in the guidance program of the school."

TABLE 2.—*Functions of the secondary-school library reported by principals, teacher-librarians, and librarians*

Function	Position			
	Principal (108)	Teacher- librarian (47)	Libra- rian (197)	Total (352)
1	2	3	4	5
To enrich curriculum and supply reference material.....	92	30	140	262
To provide for worthy use of leisure time.....	68	32	144	244
To train pupils in the use of books and the library.....	22	13	104	139
To serve as a centralizing agency for the school.....	3	2	30	35
To train for character.....	6	3	16	25
To serve teachers.....	4	3	17	24
To assist in the guidance program of the school.....	2	1	7	10

NOTE.—The numbers in parentheses indicate the number of inquiry forms upon which were listed the functions of the secondary-school library.

1. OBSTACLES TO REALIZATION OF THE AIMS

Inadequate facilities are indicated as the greatest obstacle to realizing the aims of the secondary-school library by 281 of the principals, teacher-librarians, and librarians who returned the inquiry form sent to them. (See Table 3.) The obstacle which ranks second in frequency of mention is that of inadequate staff. Both of these difficulties may be attributed to lack of funds. Lack of cooperation by the teaching staff and the fact that the library is used as a study hall are more often given as obstacles by librarians than by either teachers or principals. If the number of persons mentioning the library-study hall combination as a difficulty is compared with the number of schools having such a combination (reported in Table 20), it will be seen that in less than one-sixth of the cases is the combination plan considered an obstacle to achievement of the aim of the library. The newer methods of teaching are mentioned as a problem by one teacher-librarian and by three librarians, one of whom says, "Methods of teaching which require the use of library books in the classroom take the most needed books from the library at intervals during the day, depriving those who have study periods of the use of these books."

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Although difficulties of a number of different types are listed on the returned inquiry forms, it is apparent that in the opinion of principals, teacher-librarians, and librarians the greatest handicap of the library is lack of adequate financial support.

TABLE 3.—*Difficulties in realizing the aims of the secondary-school library reported by principals, teacher-librarians, and librarians*

Difficulty	Position			
	Prin- cipal (84)	Teacher- librarian (37)	Libra- rian (160)	Total (281)
1	2	3	4	5
Inadequate facilities.....	44	16	94	154
Inadequate staff.....	23	13	49	85
Lack of interest and time on the part of the pupils.....	8	4	17	29
Lack of cooperation by teaching or administrative staff.....	2	3	16	21
Library used as a study hall.....	2	2	14	18
Miscellaneous.....	1		7	8
Teaching methods which conflict with the use of the library.....		1	3	4

NOTE.—The numbers in parentheses indicate the number of inquiry forms on which were listed difficulties in realizing the aims of the secondary-school library.

CHAPTER III : FACILITIES OF THE LIBRARY

I. ROOMS FOR THE LIBRARY

Rated by those taking part in this study as first in importance among the difficulties previously discussed is the lack of adequate facilities. The importance of this obstacle in the minds of those filling in the inquiry forms raises a question as to the facilities of the selected libraries cooperating in the study. In the succeeding pages are presented data regarding the library rooms, equipment, and materials reported by the schools included in this investigation.

Three hundred and thirty of the 390 schools have separate rooms for their libraries. (See Table 4.) In 29 schools the library is housed in the assembly room and in 15 schools the library is in a corridor. As is to be expected, the larger schools are more likely to have separate library rooms than are schools with small enrollments. Of the 172 schools with enrollments of more than 750 pupils, only 7 do not have separate rooms for their libraries; of the 218 schools with enrollments of 750 or fewer, 53 do not provide separate library rooms. It is encouraging to find that more than two-fifths of the schools with 100 pupils or fewer have separate rooms for their libraries.

TABLE 4.—*Housing of libraries in schools classified according to enrollment*

Rooms in which library is housed	Enrollment					Total (390)
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (55)	
1	2	3	4	5	6	7
Separate room or rooms.....		58	85	112	53	330
Assembly room.....	22	9	2	1	1	29
Corridor.....	16	2	3		1	15
Principal's office.....	9	5		3		12
Classroom.....	4		1	1		4
	2					

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

NATIONAL SURVEY OF SECONDARY EDUCATION

Ambrose¹ reports that in 25 of the 81 Indiana high schools which he studied the libraries are housed in a part of rooms used for other purposes. Harbaugh² found that only 12 of the 22 high schools in Fayette County, Pa., have their libraries housed in separate rooms. He reports that 7 schools with enrollments of more than 500 have their libraries housed in rooms also used for other purposes. The fact that the schools included in the present study were selected as having outstanding library service accounts for the more favorable housing conditions reported in this investigation as compared with those found by Ambrose and Harbaugh.

Reading rooms are reported by 330 school libraries; 60 reports indicate that the library is housed in a room which is also used for purposes other than housing the library. (See Table 5.) The housing of school libraries is not, however, restricted to reading rooms. The librarians of 129 schools have workrooms; 46 schools have conference rooms; 31 report having library classrooms; and in 18 schools the library has a room for visual instruction.

TABLE 5.—Rooms provided for libraries in schools classified according to enrollment

Rooms	Enrollment					Total (390)
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (55)	
1	2	3	4	5	6	7
Reading room.....	22	58	85	112	53	330
Librarian's workroom.....	2	7	25	59	36	129
Part of other room only.....	31	16	6	5	2	60
Conference room.....	1	1	10	23	11	46
Library classroom.....	2		3	16	10	31
Room for visual instruction.....		1	2	9	6	18

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

Conference rooms.—The fact that conference rooms are reported by 46 schools raises a question as to the function

¹ Ambrose, Curtis Emery. A Study of High-School Libraries with Special Reference to Indiana. Unpublished master's thesis, Indiana University, 1928. 96 pp.

² Harbaugh, Leonard Earl. A Study of the Library Facilities of the High Schools of Fayette County, Pa. Unpublished master's thesis, University of Pittsburgh, 1930. 143 pp.

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and use of these rooms. The conference room provides a place where groups of pupils may work and have access to library books and yet not disturb other users of the library. A number of librarians report that their conference rooms are among the most used facilities of the library and that such rooms are important factors in adapting the library to the newer methods of classroom teaching. Among the schools which make excellent provision for conference rooms adjoining the library are most of the Detroit high schools. At Hutchins Intermediate School, Detroit, for example, there are seven conference rooms, each of which is connected directly with the library.³

Library classrooms.—Thirty-one schools taking part in this investigation report library classrooms. One of the important functions of library classrooms is to serve as a place where pupils may be given instruction in the use of library materials. Accessibility to the library and the provision of special facilities in the way of reference books and charts usually make this classroom convenient for use in teaching pupils how to use the library. In some schools teachers wishing to conduct supervised study bring their classes to the library classroom, where necessary library books are provided.

The library of the Cranston (R. I.) High School has a workroom, two conference rooms, and a library classroom in addition to a reading room. An interesting feature of this library's plan is the placing of the school's stereopticon in the library classroom, so that the visual education program may be centered around the library.

Teachers' study room.—In many schools there is provided a faculty room where teachers may study during their vacant periods. A number of schools where such an arrangement is found report that it is advantageous to have the teachers' room adjoin the library. At Technical High School, Omaha, Nebr., for example, the teachers' study room is adjacent to the main reading room of the library. Members of the library staff at Technical High School state that this location of the faculty room is helpful in bringing teachers into close contact with the library.

³ For a discussion of the use of conference rooms at Hutchins Intermediate School, see Ch. VI.

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1. SEATING CAPACITY

The seating capacity of the library must be considered in any discussion of library facilities. On the inquiry forms filled in by schools taking part in this study, space was provided for reporting the number of pupils the school library can seat and also the enrollment of the school. On the basis of these figures it was possible to compute the percentage of the school's enrollment which the library can accommodate at one time.

The secondary-school library standards recently adopted by the Association of Colleges and Secondary Schools of the Southern States require that the library be large enough to accommodate at least 10 per cent of the school's enrollment. This requirement is in line with other generally accepted standards and may be used as a basis for interpreting the seating capacity reported by the libraries cooperating in this study.

In general, the seating capacities of libraries appear to be adequate in the smaller high schools, but in the larger schools (especially those enrolling more than 2,000 pupils) the median percentage of the student body which the library can seat is very small. Data from 356 schools indicate that the smaller the enrollment of a school the larger the percentage of its student body that can be seated in the library at one time. (See Table 6.)

TABLE 6.—Percentages of student body library can seat at one time in schools classified according to enrollment

Seating capacity	Enrollment					
	100 or fewer (45)	101-300 (65)	301-750 (85)	751-2,000 (107)	More than 2,000 (54)	All schools (356)
1	2	3	4	5	6	7
Median per cent.....	23.5	10.9	8.3	6.1	3.7	6.9
Largest per cent of student body that can be seated in library of any one school.....	100	50	40	21	16.2	100
Number of schools providing no accommodations for seating pupils in the library.....	5	9	5	2	1	22

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups which report the seating capacities of their libraries.

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In a number of the schools visited more than 40 per cent of the student body used the school library on the day for which data were collected. If a school has seven periods in its school day, if its library can seat 3.7 per cent of the pupils enrolled (the median per cent for schools with more than 2,000 pupils), and if the library is filled to capacity each period of the day, only 25.9 per cent of the student body can be accommodated during the entire school day. These facts indicate that if the school library is to be put to the fullest use it must have a seating capacity greater than that found in most of the larger schools taking part in this study.

Noteworthy is the fact that in the libraries of 22 schools no pupils can be seated. In these schools the library room appears to be used merely as a storeroom for books.

3. EQUIPMENT

Equipment reported by the selected school libraries co-operating in this study does not consist merely of those materials which make possible the performance of traditional library routines. Many items of equipment listed in Table 7 are of distinct value in stimulating recreational reading and in encouraging other use of library materials. Open shelves, reported by 347 schools,⁴ give pupils ready access to the library's book collection; and bulletin boards, magazine-display racks, and display cases provide means of advertising magazines and books. Four libraries have tables covered with glass under which may be displayed pictures, book jackets, and other materials of interest to pupils.

Equipment found in a number of libraries indicates efforts to assist in the visual education program of the schools. In addition to the 190 libraries with files for pictures, 6 librarians state that they file lantern slides for use in the various classes of the school, and the libraries of 2 schools have trans-lux machines for the use of classes wishing to project pictures upon a screen.

At the West Allis (Wis.) High School the library has a phonograph and a cabinet of phonograph records, which are loaned to teachers for use in their classrooms.

⁴ Inclosed shelves are used in 101 schools. More than half of these schools have open shelves also, using closed shelves only for keeping valuable books or books which might easily be lost.

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TABLE 7.—Equipment of libraries in schools classified according to enrollment

Equipment	Enrollment					Total (390)
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (55)	
1	2	3	4	5	6	7
Open shelves.....	36	66	84	109	52	347
Reading tables.....	25	53	86	109	53	326
Card-catalogue case.....	28	56	80	115	53	312
Charging desk.....	20	57	78	99	51	305
Magazine-display rack.....	27	49	75	99	49	299
Bulletin boards.....	20	37	70	99	50	276
Files for pamphlets.....	14	30	62	83	47	236
Files for clippings.....	7	21	49	85	55	217
Files for pictures.....	8	14	50	75	43	190
Newspaper rack.....	14	22	42	54	20	152
Display case.....	3	8	23	49	26	109
Inclosed shelves.....	22	24	28	19	8	101
Dictionary stand.....	3	5	14	18	14	54
Individual desks for pupils.....	10	9	8	9	2	38
Atlas case.....		1	4	17	11	23
Book truck.....	1	2	5	12	11	31
Typewriter.....		2	5	9	7	23
Lantern-slide files.....		1		3	2	6
Table covered with glass for display of pictures, etc.....			1	2	1	4
Museum case.....	1		2	1		4
Movable blackboard.....				1	1	2
Trans-lux machine.....				1	1	2
Return box for books.....				1	1	2
Rack for phonograph records.....				1		1
Phonograph.....				1		1

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

4. MATERIALS

Books.—Of basic importance to any library are its books. They are the library's stock in trade, and an adequate book collection is a prerequisite to satisfactory library service.

Various State departments of education and other school accrediting agencies have standards for secondary-school libraries, included in which are recommendations regarding the book collection.⁵ These standards make recommendations as to the size of the book collection and present general statements regarding the need of well-selected and usable books. The various standards show wide variation with regard to the number of books required in a high-school

⁵ A comprehensive survey of the school library standards adopted by various States and other school accrediting agencies may be found in the American Library Association, Education Committee, School Library Yearbook, No. 4. Chicago, American Library Association, 1931.

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library, and in no case have there been developed satisfactory qualitative standards for judging the worth of the book collection. In general, it may be said that the standards are in agreement that no library, no matter how small the school, should have fewer than 500 books, and that schools with as many as 200 pupils should have a minimum of 1,000 books.

TABLE 8.—Total number of books in libraries of schools classified according to enrollment

Number of books	Enrollment					
	100 or fewer (52)	101-300 (67)	301-750 (87)	751-2,000 (108)	More than 2,000 (51)	All schools (365)
1	2	3	4	5	6	7
Median.....	750	1,550	2,325	3,950	5,850	2,540
Smallest number in any one library.....	116	400	350	500	850	116
Largest number in any one library.....	7,800	9,000	15,000	30,000	22,400	30,000
Number of libraries with fewer than 1,000 books.....	33	9	11	4	1	58

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups which reported the number of books in the libraries.

TABLE 9.—Number of books per pupil in libraries of schools classified according to enrollment

Number of books per pupil	Enrollment					
	100 or fewer (52)	101-300 (67)	301-750 (87)	751-2,000 (108)	More than 2,000 (51)	All schools (365)
1	2	3	4	5	6	7
Median.....	11.0	8.7	3.8	3.4	2.1	4.7
Smallest number in any school.....	1.2	2.5	.5	.5	.5	.5
Largest number in any school.....	104	32	30	37.5	9.4	104

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups from which information was received regarding the number of books per pupil.

The data in Tables 8 and 9 indicate that in the schools cooperating in this study the total number of books increases consistently with the number of pupils in the school, but that the number of books per pupil decreases as the enroll-

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ment increases.⁶ The size of the book collection ranges from 116 books in a school with fewer than 50 pupils to 30,000 books in a school with an enrollment of 1,500. Fifty-eight schools (including 5 with enrollments of more than 750) have fewer than 1,000 books in their libraries.

Classification of books.—The school library must not only possess an adequate book collection but it must also make its books readily available to pupils and teachers. To this end, the library should have its books well catalogued and classified.

TABLE 10.—*Method of classifying books in schools classified according to enrollment*

Method	Enrollment					Total (390)
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (55)	
	2	3	4	5	6	
1						
Dewey decimal system.....	36	64	76	111	54	341
Local system.....	11	4	4	3	—	22
No method used.....	4	4	5	—	—	13
Library of Congress.....	1	—	3	2	1	7
Method not given.....	1	2	3	1	—	7

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

The Dewey decimal system of classification is used in 341 of the 390 schools taking part in this study, and 7 libraries use the Library of Congress classification. (See Table 10.) A local system is used in 22 schools, and 13 schools report that they do not classify their books. Small schools use the better known systems of classifying books less often than do larger schools. Fifteen of the 22 schools which use a local system of classification and 8 of the 13 schools which use no method of classifying books are schools with enrollments of 300 or fewer. The fact that a well-known system of classification is used does not, of course, insure a well-classified and catalogued book collection. The better known systems do,

⁶ Similar tendencies are reported by Herbert Allen Cole in his study of Libraries in the First-Class Public High Schools of Missouri. Unpublished master's thesis, Washington University, St. Louis, 1929. 126 pp.

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however, provide a basis known to be satisfactory for classifying books.

Obtaining suggestions for books to be ordered.—Securing suggestions concerning books which will be used by pupils and teachers is an important factor in building up the book collection in the school library. The librarians in 25 of the schools visited were asked to indicate the positions of those who suggest books to be ordered. In all schools, librarians have a part in selecting books, and in all but one school, teachers are given an opportunity to notify the library of books they should like to have added to the library. (See Table 11.) In 17 schools department heads cooperate with the librarian in selecting books to be ordered. The principals of 12 schools and the pupils of 9 schools propose books to be ordered. The superintendent of schools suggests books to be ordered in four of the smaller schools.

At Horace Mann Junior High School, Lakewood, Ohio, and at John Adams High School, Cleveland, suggestions for book orders are received by school librarians at the monthly meetings of the public library staff. The city supervisor of school libraries offers suggestions for book orders to the librarian at the R. J. Reynolds High School, Winston-Salem, N. C. The librarian at Alexander Hamilton Junior High School, Elizabeth, N. J., states that the city supervisors in the various subject fields propose books to be ordered for the library.

TABLE 11.—*Positions of persons suggesting books to be ordered in 25 schools visited*

Position	Number of schools	Position	Number of schools
Librarian.....	25	Members of public library staff.....	2
Teachers.....	24	City library supervisor.....	1
Department heads.....	17	City supervisors of various subjects.....	1
Principal.....	12		
Pupils.....	9		
Superintendent.....	4		

The librarians in these same 25 schools were asked to report how they encourage teachers to suggest books to be ordered. The most used method of encouraging teachers to suggest books is to have individual conversations with them. (See Table 12.) Eight schools report sending printed cards

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to teachers upon which they are asked to write the titles of books they wish to have ordered. An interesting card of this type is being used in the Evanston Township High School, Evanston, Ill. (See Fig. 1.) The cards used by most schools merely call for the title of the book recommended, its author, its publisher, its cost, and the signature of the person making the recommendation. The form used at Evanston, however, calls for the name of the course in which the book is to be used, the reasons for recommending it, suggestions for using the book in other subjects, and a statement indicating whether the teacher making the recommendation has read or used the book. The librarians at Evanston Township High School report that the use of the card described above has done much to discourage teachers from suggesting the ordering of books about which they know little, if anything.

TABLE 12.—*Methods of encouraging suggestions for books to be ordered in 25 schools visited*

Method	Number of schools
Librarian asks teachers in personal conversation to suggest books to be ordered.....	9
Printed cards sent to teachers upon which they are asked to indicate books they wish to have ordered.....	8
Record is kept of books called for during year which library does not have.....	3
Librarian confers with department heads.....	3
Date of book order announced on teachers' bulletin boards.....	3
Letters sent to department heads asking them to have members of their departments suggest books to be ordered.....	2
Date of book order announced in school paper and pupils are asked to suggest books to be ordered.....	2
Mimeographed note sent to teachers asking them to submit to librarian lists of books they wish to have ordered.....	1
Date of book order announced in library news bulletin, and teachers are requested to suggest books to be ordered.....	1

Three schools visited keep a record of all books called for during the year which the library was unable to supply. At the time of making book orders the suggestions from this list of books are said to be helpful. The librarians of three schools confer with department heads regarding books to be ordered, and three other schools announce the date of book orders on

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the teachers' bulletin board. In two schools the dates of book orders are announced in the school papers, and pupils are asked to tell the librarian of books they should like to have in their school library. At the Clyde (N. Y.) High School the dates of book orders are announced in the library news bulletin which the teachers receive regularly.

Magazines.—The median number of magazines received in the libraries of schools taking part in this study increases

To the LIBRARIAN:	
RECOMMENDED FOR THE LIBRARY	
EVANSTON TOWNSHIP HIGH SCHOOL	
Author.....	
Title.....	
Publisher.....	
Cost.....	Number of copies.....
To be used in my course in.....	
Reasons for recommendation of book or periodical:	
.....	
Suggestions for use in other subjects and field of work:	
.....	
I have read this book ()	
I have used this book ()	Signature of teacher.....
Approved.....	Date.....

FIGURE 1.—Form on which teachers in Evanston Township (Ill.) High School recommend books to be ordered

from 6.08 in schools with enrollments of fewer than 100 to 42 in schools enrolling more than 2,000 pupils. (See Table 13.) These figures indicate that the pupil in the large high school has a wider range of magazines from which to select than has the pupil in a small high school. It is evident that periodicals are regarded as an essential part of the high-school library; only seven schools report that they do not subscribe for magazines.

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TABLE 13.—Number of magazines received by libraries in schools classified according to enrollment

Number of magazines	Enrollment					
	100 or fewer (51)	101-300 (63)	301-750 (89)	751-2,000 (105)	More than 2,000 (54)	All schools (362)
1	2	3	4	5	6	7
Median.....	6.08	13.5	22.8	32.6	42	24.7
Smallest number received in any school.....	0	0	0	0	5	0
Largest number received in any school.....	80	54	72	170	140	170
Number of schools receiving no magazines.....	3	2	1	1	-----	7

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups from which information was obtained regarding the number of magazines received.

Newspapers.—The median number of newspapers subscribed for by the libraries of 331 schools is 2.1. (See Table 14.) The number of newspapers subscribed for appears to bear no relation to the enrollment of the schools. That newspapers are not considered as essential as magazines is suggested by the fact that 71 libraries do not subscribe for newspapers.

TABLE 14.—Number of newspapers received by libraries in schools classified according to enrollment

Number of newspapers	Enrollment					
	100 or fewer (45)	101-300 (64)	301-750 (74)	751-2,000 (98)	More than 2,000 (50)	All schools (331)
1	2	3	4	5	6	7
Median.....	2.1	2.05	2.2	2.5	1.5	2.1
Largest number received by any school.....	7	10	15	28	9	28
Number of schools receiving no newspapers.....	11	16	10	15	19	71

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups from which information was obtained regarding the number of newspapers received by the library.

CHAPTER IV : LIBRARIANS AND PUPIL ASSISTANTS

1. LIBRARIANS

Duties of librarians other than library work.—Adequate library facilities do not, of course, insure effective library service. The school which wishes to have a successful library must have a capable librarian who is allowed time sufficient to permit her to give the library the attention which it requires.

From the schools cooperating in this study reports were received regarding part-time librarians and their duties other than library work. Of the 390 schools, 165 have part-time librarians. (See Table 15.) There are no part-time librarians in schools with enrollments of more than 2,000. It is surprising, however, that there are as many as 16 part-time librarians in schools enrolling from 751 to 2,000 pupils. In 11 of the smaller schools high-school pupils act as librarians.

Among the teacher-librarians, two teach as many as eight classes daily. Seventy-one of the 135 teacher-librarians teach five or more classes a day. The subject most frequently taught by the teacher-librarians is English. Twenty-one teach a number of different subjects, and 15 have classes in social science.

A number of investigators in various States report the work that high-school librarians do in addition to their library work. In his study of 280 high schools in California, Thompson indicates that only 20 schools have full-time librarians.¹ Eleven schools have no librarians; in 7 schools pupils serve as librarians; 2 schools have librarians who spend only part of their day at school; and there are 240 teacher-librarians.

In the 56 North Dakota high schools which he studied, Cole² found only 4 full-time librarians. Of the 52 teacher-

¹ Thompson, Paul E. *California High-School Libraries*. Unpublished master's thesis, Leland Stanford University, 1927. 125 pp.

² Cole, Robert D. *High-School Libraries in North Dakota*. Bulletin of the Department of Secondary School Principals of the National Education Association, 35 : 200-214, March, 1931.

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librarians, 2 teach seven periods a day; 16 teach six periods; 17, five; 16, four; and 1, three. In these North Dakota high schools the typical teacher-librarian has five classes a day in addition to her library work. Cole summarizes this situation as follows: "Librarians are . . . so burdened with teaching that they have little time or energy for library work."

TABLE 15.—*Duties of part-time librarians other than library work in schools classified according to enrollment*

Duties other than library work	Enrollment ¹				
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	Total (335)
1	2	3	4	5	6
Teaching.....	44	53	31	12	140
1. Number of periods per day—					
1.....		1	1	2	4
2.....	1	4	2		7
3.....	1	10	8		19
4.....	8	14	7	5	34
5.....	22	11	10	2	45
6.....	9	8	3		20
7.....	1	2		1	4
8.....	1	1			2
Not given.....	1	2		2	5
2. Subjects taught—					
English.....	10	13	12	9	44
Combination of subjects.....	11	10			21
Social science.....	2	6	6	1	15
Mathematics.....	1	3		2	6
Science.....	1	3	2		6
Elementary.....	2	1			3
Music.....		2			2
Foreign language.....		2			2
Teacher training.....		1			1
Commercial.....		1			1
Not given.....	17	11	11		39
Secretarial work.....		2	3	3	8
Work in public library.....		2	1		3
Dean of women.....		1	1	1	3
Attending high school.....	6	4	1		11
Total number of part-time librarians.....	50	62	37	16	165

¹ Since no school with an enrollment of more than 2,000 has a part-time librarian, no column for schools of this size is provided in the table.

Note.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

In Ohio, among 200 high schools with enrollments of from 200 to 500, Anderson ³ reports that 38 schools have no librarians, 126 have part-time librarians, and 36 have full-time librarians. Fifty per cent of the part-time librarians teach

³ Anderson, Earl W. A Study of Librarians in the Larger High Schools of Ohio for the Year 1929-30. Unpublished study in mimeographed form. Columbus, Ohio, Ohio State University, Bureau of Educational Research, 1930.

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for five or more periods each day. An important fact to note in connection with Anderson's study is that it includes no school with an enrollment of fewer than 200. In commenting upon the amount of teaching by part-time librarians, Anderson says: "It is obvious that a part-time librarian who teaches five or more classes must consider her library duties as substantially extracurricular, and can give only a very limited amount of time and energy to library duties."

The data reported by the 390 schools taking part in this study and the findings of Cole and Anderson agree in indicating that half of the teacher-librarians teach five or more periods of class work each day.

The training of librarians.—A second factor of importance regarding the secondary-school librarian is her training. Eighty-three librarians in the 390 schools taking part in this investigation are college graduates and have attended library school for one or more years. (See Table 16.) For the most part these librarians are in the larger schools, although seven librarians who have had at least one year in library schools are in schools with enrollments of fewer than 300. In 62 schools the person in charge of the library is a college graduate with from one to five hours of library training, and in 66 schools the librarian is a college graduate with no library training. The librarians in 81 schools do not have college diplomas. Most of this number are normal school graduates, but 18 have had only a high-school education, and 11 are high-school pupils.

In discussing the training of school librarians Koos says: "The literature indicates that a librarian should have sufficient education to secure a certificate to teach in the type of school in which she wishes to act as librarian. . . . Six weeks' training beyond the education required by the standards of the school is the amount of technical education most frequently mentioned."⁴ It is obvious that a large number (at least the 81 who are not college graduates) of the persons in charge of the libraries in the 390 schools included in this investigation have not had the preparation commonly required of high-school teachers.

⁴ Koos, Frank H. *State Participation in Public-School Library Service*. New York, Bureau of Publications, Teachers College, Columbia University, 1927. 246 pp. (see p. 117).

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TABLE 16.—Training of librarians in schools classified according to enrollment

Librarian's training	Enrollment					
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (65)	Total (390)
1	2	3	4	5	6	7
College graduate plus 1 or more years in library school.....		7	17	35	24	83
College graduate with 26 or more semester hours in library training.....	1	1	2	8	5	17
College graduate with 16-25 semester hours in library training.....		5	7	3	5	20
College graduate with 6-15 semester hours in library training.....	2	12	16	17	2	49
College graduate with 1-5 semester hours in library training.....	9	18	12	14	9	62
College graduate with no library training.....	28	15	12	10	1	66
Normal school graduate with 26 or more semester hours in library training.....				4	3	7
Normal school graduate with 16-25 semester hours in library training.....				1	2	3
Normal school graduate with 6-15 semester hours in library training.....	1	1	4	4	2	12
Normal school graduate with 1-5 semester hours in library training.....		2	5	4		11
Normal school graduate with no library training.....	4	3	8	4		19
High-school graduate with 26 or more semester hours of library training.....			1	3	2	6
High-school graduate with 16-25 semester hours in library training.....				1		1
High-school graduate with 6-15 semester hours of library training.....			1	1		2
High-school graduate with 1-5 semester hours of library training.....		3	1			4
High-school graduate with no library training.....		1	1	3		5
High-school pupil is librarian.....	6	4	1			11
Training not given.....	2	2	3	5		12

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

Librarians in small high schools have less training than do those in the larger schools. Surprising, however, is the fact that 18 schools with enrollments of more than 750 have librarians who have had no library training, and 27 schools with enrollments of more than 750 have librarians who had only from one to five hours of library training.

That high-school librarians have had inadequate training for their library work is the conclusion of the investigators who have studied the training of secondary-school librarians. In North Dakota, Cole⁵ found that 30 per cent of the 53

⁵ Cole, Robert D. High-School Libraries in North Dakota. Bulletin of the Department of Secondary School Principals of the National Education Association, 35: 200-214, March, 1931.

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librarians who report their training have had no courses in library work, and approximately half of those who have been trained have taken but one course, meeting one hour a week for one semester. "Obviously," concludes Cole, "the training of these girls is pitifully meager." In 200 Ohio high schools with enrollments of from 200 to 500, Anderson⁶ reports that two-thirds of the librarians have had no training in library work. In 14 of the 21 high schools in York County, Pa., Baugher⁷ found that the person in charge of the library had had no library training. Winchell⁸ reports that in only 10 of the 41 high schools which he studied in Wyoming had the individual in charge of the library been trained for the work.

Studies of librarians' duties outside of library work and studies of the training of librarians indicate that many high-school principals are employing teachers without library training, are giving these teachers a full-time teaching load, and are in addition asking them to take charge of the school library.

2. PUPIL LIBRARY ASSISTANTS

Number of pupil assistants.—In large and in small schools throughout the country librarians have pupil assistants. In many schools the work of pupils supplements that of an inadequate library staff and makes possible library service which otherwise could not be obtained. The work of pupils can not, however, be regarded merely as a means of helping the librarian; it must be planned to give the pupil varied experience which will be of value to him in his future use of books and of libraries and in his future contacts with people.

In more than three-fourths of the 390 schools taking part in this study pupils assist the librarians. Smaller schools are somewhat less likely to have pupil assistants than are larger schools.

The median number of pupil assistants in the 301 libraries which have them is 8.3, ranging from a median of 2.7 in

⁶ Anderson, Earl W. A Study of Librarians in the Larger High Schools of Ohio for the Year 1929-30. Unpublished study in mimeographed form. Columbus, Ohio, Ohio State University, Bureau of Educational Research. 1930.

⁷ Baugher, Milton Myers. A Study of the Secondary-School Libraries of York County, Pa. Unpublished master's thesis, University of Pittsburgh, 1930. 37 pp.

⁸ Winchell, Karl F. The Status of High-School Libraries of Wyoming. Unpublished master's thesis, Colorado State Teachers College, Greeley, 1927. 60 pp.

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schools with 100 or fewer pupils to 20.3 in schools enrolling more than 2,000 pupils. (See Table 17.) Some schools have only one pupil assistant; one school has as many as 200 pupils assisting the library staff.

TABLE 17.—Number of pupil assistants in libraries of schools classified according to enrollment

Number of pupil assistants	Enrollment					
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (55)	All schools (390)
1	2	3	4	5	6	7
Median.....	2.7	5.3	9.5	10.2	20.3	8.3
Smallest number in any one school.....	1	1	1	1	1	1
Largest number in any one school.....	10	30	38	80	200	200
Schools having pupil assistants.....	31	56	64	100	50	301

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

Methods of selecting pupil assistants.—If pupil assistants are to be of real help in school libraries, they must be carefully selected for the work they are to do. In choosing these library assistants, at least two factors must be considered: First, the pupils' interest in the work, and, second, their ability to do the work. In most schools cooperating in this study both of these factors are recognized: Pupils volunteer to act as library assistants; from these volunteers permanent assistants are selected on the basis of ability and of character traits. (See Fig. 2.) A few schools report having pupils try out for positions as library assistants. In 72 schools all pupils who volunteer are permitted to assist in the library. Sixteen schools report that the members of an elective course in library methods are required to assist in the library, and in 14 schools pupil assistants are elected by the student governing board. The last two methods of selecting pupil assistants are more used in large than in small schools.

Methods of training pupil assistants.—It is necessary not only to have pupil assistants of ability who are interested in the work but also to instruct these pupils in the work they are to do. In general, there are three methods of training

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pupil library assistants: First, holding group meetings during which pupils are given instructions regarding their work; second, working with pupils individually as problems arise; and, third, providing group instruction supplemented by individual work with pupils. Most of the libraries cooperating in the present investigation provide individual instruction for pupil assistants, and in 90 schools group instruction is given from time to time. (See Table 18.) The care and regularity with which individual training and group training are given in many of these schools may be questioned. In 36 schools,

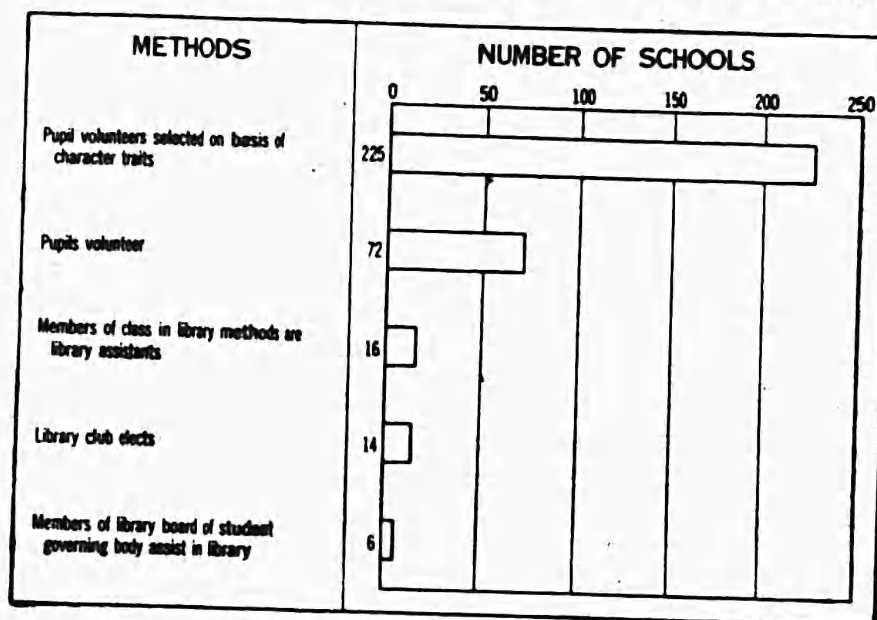


FIGURE 2.—Methods of selecting pupil assistants

however, there are regular training classes for library assistants. Such classes offer opportunity for a systematic program of training and also for group discussion of problems which from time to time arise.

TABLE 18.—Methods of training pupil library assistants

Method	Number of schools ¹
Work with pupil assistants individually.....	262
Hold such group meetings as seem necessary.....	90
Have a regular training class.....	36
Give instructions at club meetings.....	7
Have experienced assistants help newer assistants.....	3

¹ Pupil assistants were reported by 301 schools.

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Activities of pupil assistants.—A problem which confronts most high-school librarians is that of deciding what duties to assign to pupil assistants. Knowledge of the activities of such assistants in the selected schools taking part in this study should provide helpful suggestions for school librarians who are planning the work of their pupil helpers. For this reason, on the inquiry forms sent to schools cooperating in the present investigation there was provided a checking list for indicating the activities in which pupil assistants engage. The replies reveal 26 different duties which pupil assistants perform. (See Fig. 3.)

In practically all schools in which pupils assist in the library they place returned books on the shelves. Checking returned books, charging books, getting materials from the shelves, filing charge slips, and helping with library house-keeping are reported by more than two-thirds of the schools.

Fifty-seven schools state that pupil assistants maintain discipline in the library. Typical of schools in which pupils care for discipline is Central High School, Minneapolis, where two groups of pupils assist in the library. One group is the library board, which is under the student government organization of the school. This group cares for discipline in the library. A second group of pupils having no connection with the library board are members of an advanced class in methods of library work and assist the librarian in matters of library routine.

In seven schools pupils help take inventory, and the pupils of six schools read shelves; that is, check placement of books. Two schools report that the pupil library assistants keep scrapbooks of school activities.

At the South Philadelphia High School for Girls pupils are not permitted to bring textbooks or brief cases into the library. A group of pupils have charge of a counter at the door of the library, where pupils may check their books and brief cases. This system has been effective in reducing the number of lost library books.

A number of librarians point out the danger of assigning pupils to the same duties over a long period of time. Such a practice may, to be sure, make for efficiency in the library, but the repeated performance of a few definite routine activi-

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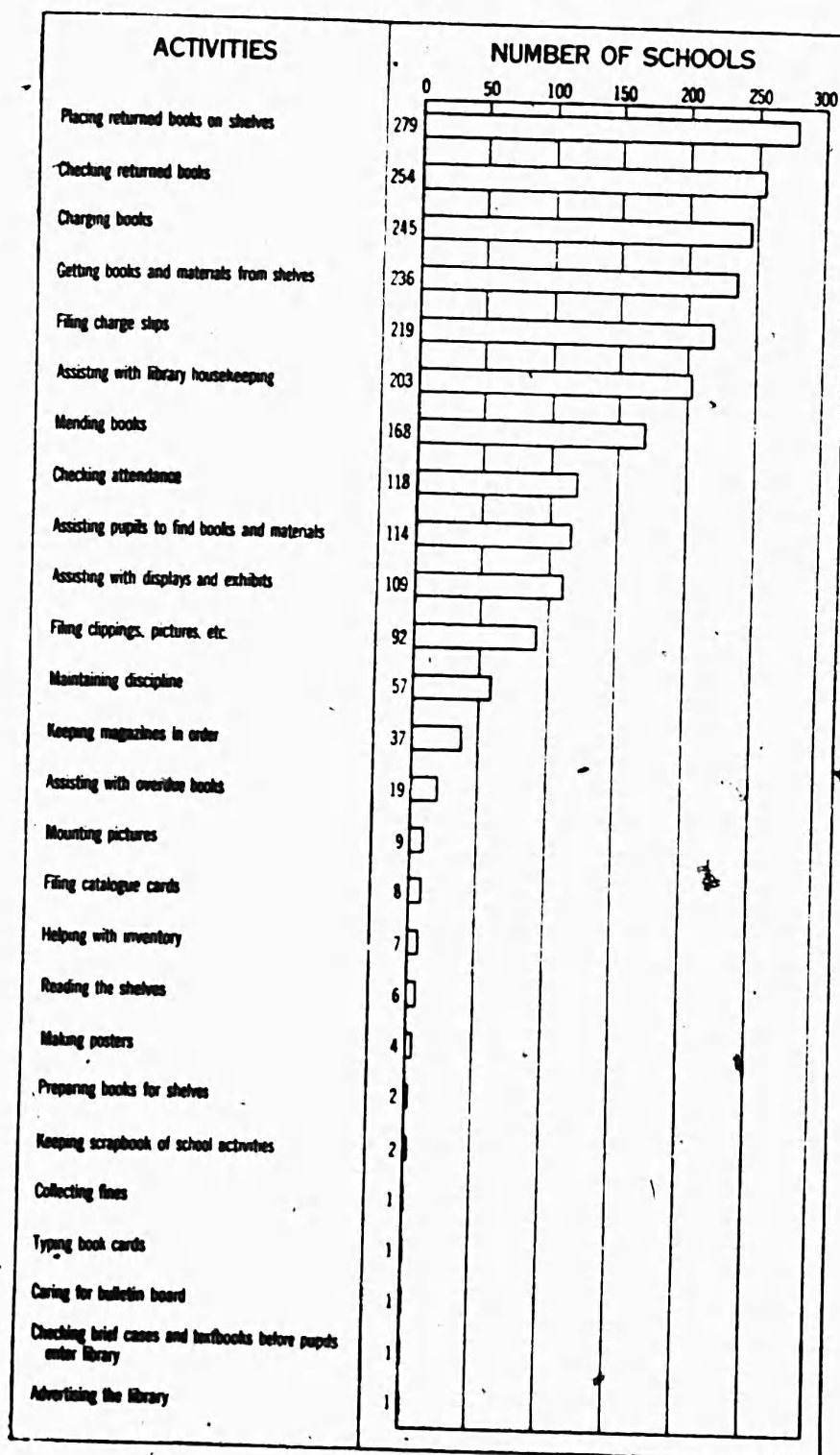


FIGURE 3.—Activities in which pupil assistants engage

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ties can scarcely give the pupil experience of great value to him. The wide range of activities which high-school librarians report assigning to their pupil helpers should make it possible to give each pupil contact with a number of phases of library work. Several librarians provide a varied program of work for pupil assistants by making a time schedule which requires a change in the duties of each pupil every six or eight weeks. Such a plan makes it possible for pupils to have a comparatively wide variety of library experience during a school year.

Organization of pupil assistants in schools visited.—Librarians report two methods of bringing about an effective organization of pupil library assistants. A few schools have a training class which pupil assistants are required to attend. This plan makes possible a rather comprehensive course in library work and also provides a method whereby pupil library helpers may be granted school credit. A second means of organizing pupil assistants is found in those schools in which these library assistants make up the school library club, a volunteer extracurriculum organization which has for its purpose the improvement of the school library.

At the Elk River (Minn.) High School, a 4-year high school with an enrollment of about 200 pupils, the teacher-librarian has organized a class in library instruction. The members of this class, who receive school credit for the course, assist in the library and take complete charge of the desk during the periods when the librarian is teaching.

At the Alexander Hamilton Junior High School, Elizabeth, N. J., there are two organizations of pupil library helpers—the Library Council and the Library Club. The Library Council is made up of one representative from each home room. Council members act as publicity directors for the library and keep the librarian informed of materials needed by various classes in the school. During home-room periods members of the council give talks regarding the library; they make notes concerning school projects which may interest the librarian; and they give suggestions for the improvement of library service. The Library Club, which is one of a group of clubs that pupils may elect, meets weekly during the activity period provided for club meetings. The members

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of the club engage in such activities as caring for magazines, reading the shelves, placing returned books on the shelves, and checking in returned books. All club members are given new assignments from time to time so that each pupil makes contact with a number of library routines, none of which becomes monotonous to him. At the weekly club meetings programs (arranged under the direction of a teacher who assists the librarian in sponsoring the club) of a varied nature are held, and from time to time excursions are made to museums, libraries, and industrial plants.

CHAPTER V : USE OF LIBRARY BY PUPILS

1. ADMITTING PUPILS TO THE LIBRARY

Various aspects of school library organization and administration must be considered in relation to their effect upon the use of the library by pupils. Important among these considerations is the method of admitting pupils to the library. If pupils have difficulty in gaining admittance to the library, its use will be reduced; if, on the other hand, pupils have ready access to the library, they will be encouraged to come to the library and to use its resources. A number of schools cooperating in this survey report plans by which library attendance routines have been reduced to a minimum for pupils, for teachers, and for librarians.

The method of admitting pupils to the library, which is most often used, consists of having the pupil get an admission slip from his study-hall teacher and present it to the librarian. (See Table 19.) This procedure makes it possible to have accurate records of pupils who are not in study halls; but a number of librarians state that the filling out and signing of attendance slips is a time-consuming activity for pupils, teachers, and librarians.

In 48 schools pupils go directly to the library without obtaining permission from anyone; attendance is checked by study-hall teachers or librarians. At the Princeton (N. J.) High School, where this method of admitting pupils is used, the study-hall teacher takes attendance in the study hall. She then brings to the library the names of the pupils who are absent from study hall and checks off those who are in the library. This method is reported to work satisfactorily; the pupils have ready access to the library; the librarian is not burdened with a large amount of attendance routine nor with the signing of numerous admission slips; and the study-hall teachers find the system less burdensome than that which requires them to sign a slip for each pupil who wishes to go to the library.

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TABLE 19.—*Methods of admitting pupils to libraries in schools classified according to enrollment*

Method of admission	Enrollment					Total (310)
	100 or fewer (36)	101-300 (55)	301-750 (66)	751-2,000 (98)	More than 2,000 (55)	
1	2	3	4	5	6	7
Pupil gets admission slip from study-hall teacher.....	11	32	34	60	21	158
Pupil has ready access to library without obtaining admission slip and without signing his name; study-hall teacher and librarian check attendance.....	17	19	10		2	48
Pupil goes directly to library and signs name; record is sent to study hall to be checked with absence list there.....	2		6	14	17	39
Pupil gets admission slip from class teacher.....			5	11	4	20
Pupil signs name in both library and study hall; attendance checked by comparing study-hall lists with library list.....		2	4	5	5	16
Pupil signs name in study hall; list from there brought to library to see if pupils who signed names are in library.....	1		2	4	4	11
Pupil gets admission slip from principal's office.....	1		3	2		6
After attendance has been checked in the study hall, pupils pass freely to library.....	1	3	1		1	6
Pupil has ready access to library; attendance checked in neither library nor study hall.....		2		2	1	5
Pupil goes to library, gets book, and returns to study hall; no room in library.....	2					2
Pupil obtains verbal permission from teacher in charge of study hall.....	1					1
Before school pupil signs name indicating the period for which he wishes to come to the library; librarian sends slip to study hall.....			1			1

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups which indicated the method of admitting pupils to library.

Pupils in 39 schools go directly to the library and sign their names there. The pupils' signatures are sent to their respective study halls, where they are checked with the absence lists. At Girls' High School, Brooklyn, the pupils in the library sign their names on sheets of paper which pupil assistants pass to each table about the middle of every period. During the two or three minutes required to sign these sheets each pupil remains seated, so that there will be no confusion. This method gives pupils ready access to the library and places but little burden upon the librarian. The sheets upon which pupils sign their names give an accurate and convenient record of the number and identity of the pupils who use the

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library at any given time. By the use of these data it is a comparatively simple matter to determine, over a given period of time, the names of the pupils who are making no use of the library as well as the names of those who come to the library often.

In 20 schools the pupil who wishes to go to the library must get an admission slip from the teacher of the class in connection with which he expects to do class work. Care of admission slips, signing, and filling them in are time-consuming activities for pupils, classroom teachers, and librarians. One librarian points out, however, that the use of this method of admitting pupils to the library makes it possible to determine readily which teachers are making effective use of the library and which teachers are not having their pupils take advantage of the library facilities.

Sixteen schools indicate that pupils desiring to use the library first sign their names in the study hall, then go to the library and once more sign their names. At Evanston Township High School, Evanston, Ill., where this procedure is followed, the librarians have a device for reducing congestion when pupils enter the library. Instead of having all pupils sign their names at one station, three spaces are set aside for this purpose. At every one of these three spaces are three sheets of paper above each of which is printed the number of the study hall whose members are to sign their names on that specific sheet. After the pupils have signed their names the nine sheets are sent to the study halls.

In six schools (only two of which have enrollments of more than 300) pupils may go to the library without asking permission as soon as attendance in the study hall has been taken. This system of admitting pupils to the library is used at Ballard High School, Seattle, where the library and the study hall are directly connected by a door. This method gives the pupil ready access to the library and requires little routine work on the part of the librarian. The principal, the librarian, and the study-hall teachers report that the system is successful.

Five schools report that pupils may go to the library without restrictions; attendance is checked neither in the library nor in the study hall. This system gives the pupil

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most ready access to the library. The chief problem which might arise in the use of this method is that which results from the freedom given the pupils. Three schools which permit their pupils to have this freedom were visited during the survey; in each of these schools principal and librarian united in stating that pupils have "cut" the library and the study hall no more frequently since the introduction of this system than before. At South Philadelphia High School for Girls the pupils have been permitted this freedom for some years. South High School, Denver, granted the pupils complete freedom with regard to attendance in library and study hall at the beginning of the 1930-31 school year (eight and one-half months before the school was visited for the purpose of studying its library). The principal stated that he had been ready to return to the use of admission slips at any time, should conditions demand such a change. During the first year of this freedom, however, South High School found no need for such a change.

In the fall of 1930 the pupils at Westmont-Upper Yoder High School, Johnstown, Pa., were given the privilege of going to and from the library and the study hall at will. Before deciding to take this step the principal conferred with leaders of the student governing body and with leaders in various extracurriculum activities of the school, asking them if they believed the pupils could assume the responsibilities which such freedom would place upon them. After some discussion among themselves the pupils requested the privilege of having freedom in coming to the study hall and to the library. The attitude of the school administration has been to continue this practice as long as the student body proves worthy of the privilege. Throughout the school year librarian, principal, and teachers report that the new freedom has not been abused, that it has helped the school morale, and that it has encouraged the use of the school library.

2. THE LIBRARY AND THE STUDY HALL

A second factor which must be considered in connection with its influence on the use of the library by pupils is that of the relation of the library to the study hall. Most schools taking part in this study have their study halls separate

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from the library. (See Table 20.) In 112 schools the library is, however, used as a study hall in which at least part of the pupils spend their vacant periods. Libraries and study halls are combined more often in small schools than in large ones. Twenty-three schools have no study halls, for the pupils in these schools spend all of their periods in class. An examination of the reports from the 23 schools with no provisions for study halls indicates that 22 of these schools are junior high schools.

TABLE 20.—*Relation of libraries to study halls in schools classified according to enrollment*

Relation	Enrollment					Total (390)
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (55)	
1	2	3	4	5	6	7
A number of study halls separate from the library accommodate all pupils.....	5	14	17	57	42	135
1 study hall separate from the library accommodates all pupils.....	23	35	33	19	7	117
Library is used as a study hall to which part of the pupils come regularly during their vacant periods.....	6	11	23	23	4	67
Library is used as a study hall to which all pupils come regularly during their vacant periods.....	18	13	9	4	1	45
No study hall in the school—pupils have no vacant periods.....			9	13	1	23
No answer.....	1	1		1		3

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

Since the problem of the library-study hall is so much discussed, the persons filling in the inquiry form concerning the high-school library were asked to indicate their opinion regarding the relation of the library to the study hall in their schools. The replies indicate that in general the persons replying are satisfied with the arrangement in their schools, for only 55 of the 243 replies indicate a dislike for present practice. (See Table 21.)

Thirty-six of the 55 replies indicating dissatisfaction with present practice regarding the relationship of the library to the study hall are from schools which have library-study

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halls. Librarians and teacher-librarians state objection to the library-study hall more often than they give their approval to this arrangement. Their opinions are, however, comparatively evenly divided, for 22 of the 50 librarians and teacher-librarians in schools having the combination plan state that they like that arrangement. Principals are, in general, satisfied with the arrangement which combines the library and the study hall. Having the library and study hall separate and having them connected by a door are relationships which meet the general approval of teacher-librarians, principals, and librarians alike.

TABLE 21.—*Opinion regarding relationship of library to study hall classified by positions of persons filling in inquiry form*

Present practice	Position of persons filling in inquiry form							
	Principal (82)		Teacher- librarian (24)		Librarian (132)		Total (238)	
	Likes	Does not like	Likes	Does not like	Likes	Does not like	Likes	Does not like
1	2	3	4	5	6	7	8	9
Library-study hall.....	28	8	7	10	15	18	80	36
Library and study hall separate.....	21	7	6	1	72	7	99	16
Library and study hall connected by door.....	15	1	5	-----	12	3	32	4
No study periods, and therefore no study hall in school.....	2	-----	-----	-----	5	-----	7	-----

NOTE.—The numbers in parentheses indicate the number of persons with various positions who indicated their opinion regarding the relationship of the library and the study hall in their schools.

Conditions resulting from the use of the library as a study hall.—In order to determine the reasons for support of and also for opposition to the library-study hall arrangement, persons in schools having the combination plan were asked to report conditions resulting from this arrangement. The responses to this question, which are listed in Figure 4, reveal two conditions favorable to the library-study hall. The chief argument for using the library as a study hall appears to be that this arrangement assures regular contact with the library for all pupils. The basis for this claim is, of course,

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the assumption that having pupils scheduled for study in the library encourages them to use library materials. Also, in support of the library-study hall it is urged that the combination plan destroys the formal atmosphere usually found in study halls.

Four conditions resulting from the combination plan are reported as objections to this arrangement. Thirty-two replies indicate that using the library as a study hall causes the library to be overcrowded. It would seem that this condition should scarcely be charged against the library-study hall plan but that rather it is the result of the size of the library room. Twenty-six responses state that the combina-

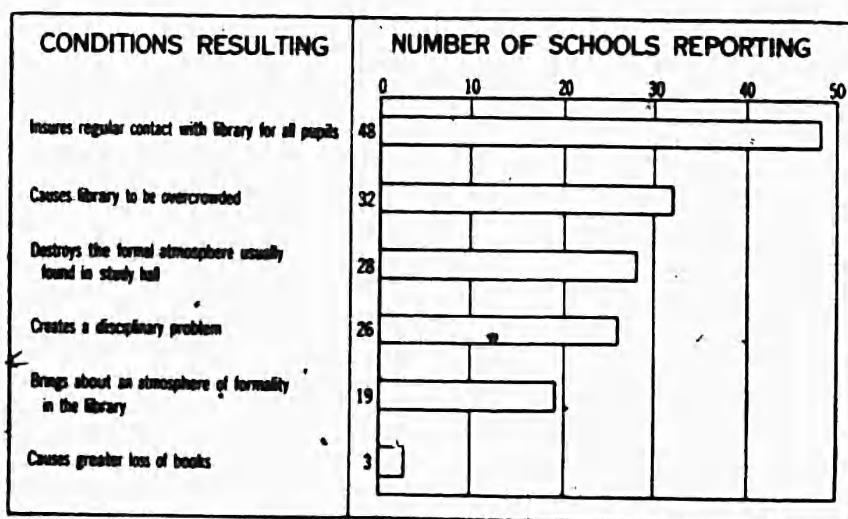


FIGURE 4.—Conditions resulting from use of library as a study hall

tion plan creates a disciplinary problem, 19 indicate that the library-study hall arrangement brings about an atmosphere of formality in the library, and 3 reports claim that using the library as a study hall causes a loss of books.

Helpful devices used in administering the library-study hall.—

As one phase of the investigation, inquiry was made regarding devices reported to be helpful in administering libraries used as study halls. The devices listed in Table 22 may well be considered in the light of the outstanding objections to the combination plan, namely, that the combined arrangement creates a disciplinary problem and that it brings about an atmosphere of formality in the library.

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TABLE 22.—*Helpful devices used in administering library-study hall*

Device	Number of schools ¹
Permit pupils to leave their assigned seats as soon as attendance has been checked.....	34
Use student government in library.....	13
Pupils abusing library privileges are barred from the library and required to use another study hall.....	7
Teacher assigned to library each period to check attendance and care for discipline.....	4
Seats not assigned.....	2

¹ The library was reported used as a study hall by 112 schools.

Thirty-four schools permit pupils to leave their seats as soon as attendance has been checked, and 13 use student government in the library. In 7 schools pupils who cause disturbance are not permitted to spend their study periods in the library, but are required to report to another study hall in the building. At Technical High School, Omaha, the library will not accommodate all pupils during the periods they are not in class; accordingly, another room is also used as a study hall. Should any pupil become a source of annoyance in the library, he is required to spend these periods in the other study hall.

Four schools have one or more teachers assigned to duty in the library-study hall each period of the day. These teachers check attendance and care for the discipline in the library, thus permitting the librarian to devote her entire time to library work. At Technical High School, Omaha, a teacher is assigned to each of the library's three reading rooms each period of the school day. That using the library as a study hall need not create a formal atmosphere is indicated by Miss Fargo, who made a study of the library at Technical High School and who says, in speaking of this library: "A teacher takes the attendance and looks after the discipline under the tactful guidance of the librarian, who is the ranking officer. The reading rooms have never developed a study-hall atmosphere. Instead, there is the utmost freedom, pupils moving about at will, browsing, doing reference work, selecting pleasure reading."¹

¹ Fargo, Lucile F. *The Library in the School*. Chicago, American Library Association 1930. 453 pp. (see p. 336).

The effect of the library-study hall on the use of the library.—Proponents of the library-study hall plan claim that this arrangement is desirable because it gives pupils regular contact with library materials. This argument is, as has been stated, based upon the supposition that repeated and regular contact with the library encourages the use of library materials. In order to inquire into the validity of this assumption, 17,463 pupils in 24 schools visited were asked to indicate upon a simple checking list whether they had used the library the day before their school was visited, and if so, to report what use they had made of the library. In 14 schools checking lists were filled out by all pupils present on the day the school was visited; in the remaining 10 schools from 25 to 50 per cent of the pupils responded to the checking list. In these 10 schools care was taken that no selective factor entered into the selection of the pupils.

The data gathered in these schools throw an interesting light on the use of the library in schools having the library and study hall separate and in those having library and study hall combined. Unfortunately, none of the schools visited operated under the third plan mentioned, namely, of allowing pupils free access back and forth between library and study hall through a door or passageway connecting the two rooms.

In schools with library-study halls, 85.7 per cent of the pupils went to the library as compared with 41.4 per cent of the pupils in schools having the library and study hall separate. The chief question is, however, What use did these pupils make of library materials in schools with the two types of arrangements? (See Fig. 5.)

Pupils in schools having the library-study hall use the library as a place for studying assignments requiring the use of no library materials much more often than do those attending schools which have the library and study hall separate. In schools with library-study halls, however, only 12.8 per cent of the pupils used the library solely as a place to study assignments not requiring the use of library materials; 46.3 per cent of them used library materials in addition to using materials which they brought to the library with them; and 26.6 per cent of them used library materials only. In schools

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having the library and the study hall combined, 72.9 per cent of the pupils used library materials as compared with 39.7 per cent in the schools the library of which is separate from the study hall. These reports indicate that the library-study hall arrangement encourages the use of library materials.

Analysis of the library activities engaged in by pupils indicates that those in schools having library-study halls engage in every type of library activity (including the use of library materials for preparing assignments, the use of library

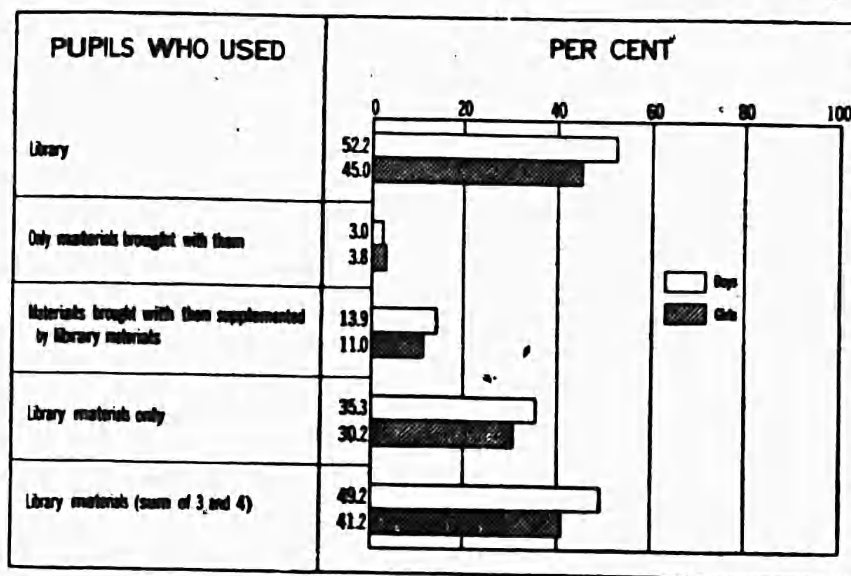


FIGURE 5.—Percentages of pupils who used library in schools classified according to relation of library to study hall

materials in working on projects, and the use of library materials for pleasure reading) more than do pupils attending schools the study halls of which are separate from the library. (See Fig. 6.) In the case of a number of activities the differences between the percentages of pupils in the two groups are especially noteworthy. Pleasure reading (of books, magazines, and newspapers, alike) is reported much more often by pupils in schools having library-study halls than in schools with the library and study hall separate. Library books are also used in preparing assignments much more often in schools having the library combined with the study hall.

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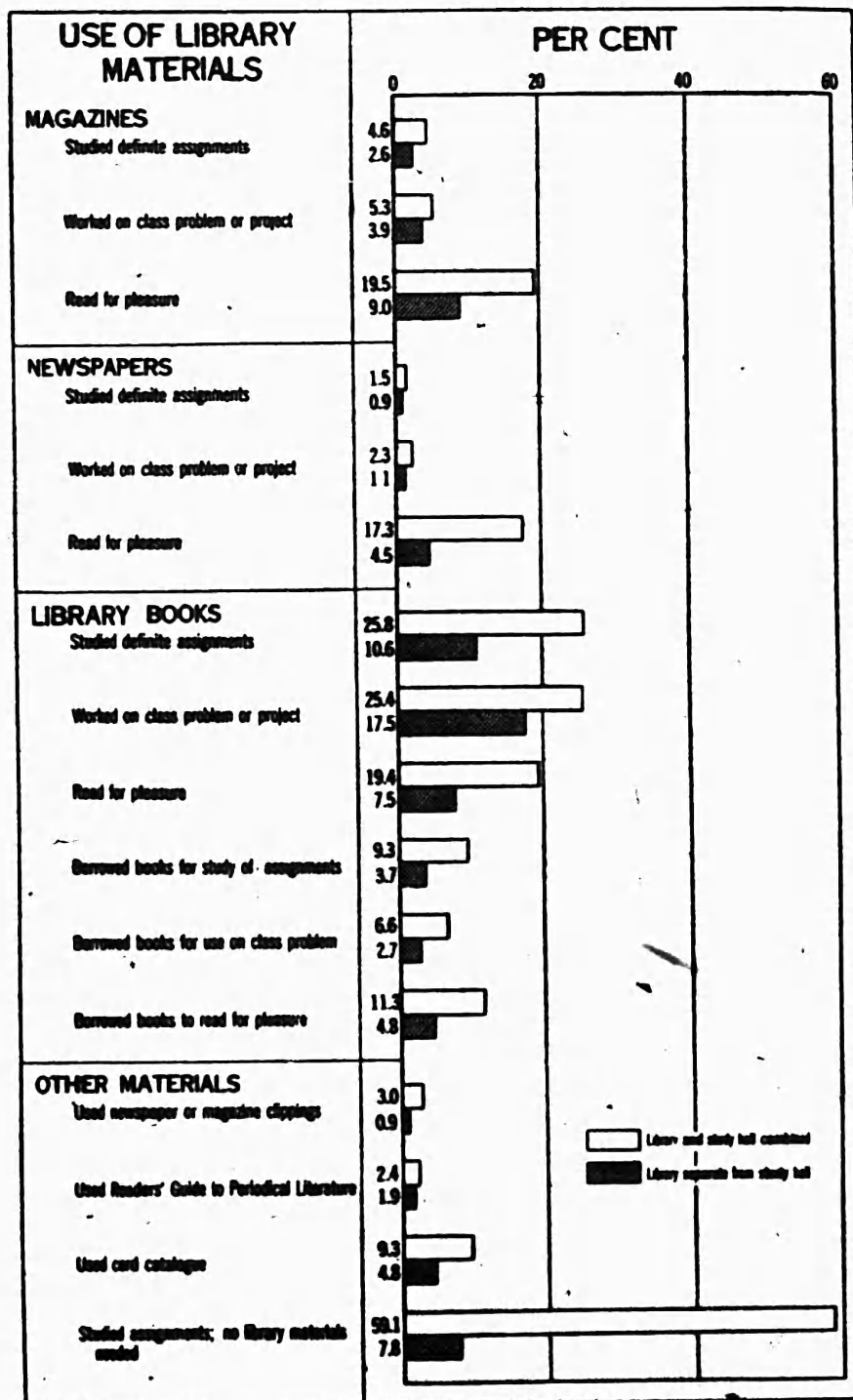


FIGURE 6.—Percentages of pupils pursuing various activities in libraries of schools classified according to relation of library to study hall

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The checking lists filled in by 17,463 pupils in 24 schools indicate that pupils who attend schools having library and study hall combined make greater use of the library and its materials than do those in schools the libraries of which are separate. The reports support the contention of proponents of the library-study hall when they claim that requiring pupils to spend vacant periods in the library encourages the use of library materials. This is undoubtedly caused by the fact that the library-study hall arrangement exposes pupils to books, magazines, and newspapers with frequent regularity.

These data regarding the use of the library in schools with the two types of arrangements for study halls are especially significant in view of the fact that a majority of the librarians in charge of library-study halls do not like the combination plan. (See Table 21.) The statistics regarding the use of the library and the opinions of many librarians may be summed up by a note one librarian wrote on the inquiry form which she filled in: "Having the library and study hall combined is better for the pupils but is more difficult for the librarian."

3. INSTRUCTION IN THE USE OF THE LIBRARY

Use of the school library is undoubtedly encouraged if pupils are aware of its resources and know how to use them. Librarians and educators alike agree that high-school pupils should be given instruction in the use of the library and of books. Studies of secondary-school libraries indicate, however, that most high schools do not provide such instruction. Five investigations carried on in as many States show that in only 31 per cent of the 766 schools studied are pupils taught how to use the library. (See Table 23.) The percentages range from 12 per cent found by a study made in Kansas to 37 per cent reported by an investigation carried on in California. In interpreting these data it must be mentioned that these studies are questionnaire investigations in which a number of schools receiving inquiries did not reply. It is almost certain that the libraries in schools which reported the information requested are above the average, and accordingly the situation here described is somewhat more favorable than that in the typical high school of the country.

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TABLE 23.—*Summary of investigations of schools offering regular instruction in the use of the library*

Investigation	Year of report of investigation	State in which investigation was conducted	Number of schools studied	Per cent of schools offering regular instruction in the use of the library
1	2	3	4	5
Thompson, P. E. ¹	1927	California.....	280	37.0
Winchell, K. F. ²	1927	Wyoming.....	41	27.0
Cole, H. A. ³	1929	Missouri.....	358	30.0
Libraries in Kansas ⁴	1929	Kansas.....	34	12.0
Cole, R. D. ⁵	1931	North Dakota.....	53	22.5
All investigations.....			766	31.0

¹ Thompson, Paul E. California High-School Libraries. Master's thesis, Stanford University, 1927. 125 pp.

² Winchell, Karl F. The Status of High-School Libraries of Wyoming. Master's thesis, Colorado State Teachers College, 1927. 60 pp.

³ Cole, Herbert Alleg. A Study of Libraries in the First-Class Public High Schools of Missouri. Master's thesis, Washington University, St. Louis, Mo., 1929. 126 pp.

⁴ Libraries in Kansas. Teaching, 78 : 14-19, September, 1929.

⁵ Cole, Robert D. High-School Libraries in North Dakota. Bulletin of the Department of Secondary School Principals of the National Education Association, 35 : 200-214, March 1931.

Schools cooperating in the present study were requested to report provisions which they make for teaching pupils how to use the library. Of the 390 schools, 18 report that they do not provide instruction in the use of the library. (See Table 24.) It seems quite probable, however, that included with these 18 schools should be a large percentage of the 28 schools which failed to indicate whether or not they provide such training. In 109 schools such instruction as is given is presented incidentally as problems arise. The care and regularity with which such incidental instruction is offered in some of the situations represented may be questioned. In more than three-fifths of the schools, however, all pupils are given instruction in the use of the library. The fact that the schools included in this study were selected as having outstanding library service is undoubtedly reflected in the large proportion of them in which pupils are taught how to use the library.

Instruction in the use of the library presents a number of problems, among the most important of which are the

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following: Should such instruction be given as a separate course or as part of another course? Should librarians or teachers be in charge of teaching the use of the library?

The data in Table 24 indicate that in a large majority of the schools, pupils are taught how to use the library as units of other courses; in only 40 schools is library instruction provided as a separate course. The chief objection to offering library instruction as a separate course is that this procedure tends to cause the pupil to regard the library as separate and apart from his regular school work, whereas the objective is to present the library as an integral part of his class work.

TABLE 24.—*Provisions for instruction in the use of the library in schools classified according to enrollment*

Provision	Enrollment					
	100 or fewer (47)	101-300 (70)	301-750 (84)	751-2,000 (108)	More than 2,000 (53)	Total (362)
1	2	3	4	5	6	7
Library instruction given as a unit of another course.....	17	30	37	69	42	195
Incidental instruction given as problems arise.....	22	29	31	21	6	109
Course in library instruction given independently of other courses.....	2	6	13	14	5	40
No instruction given.....	6	5	3	4	-----	18

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups from which information was received regarding the provision made for library instruction.

No data were gathered during the present investigation to determine whether teachers or librarians are more frequently in charge of library instruction. Conversations with librarians during visits to schools indicate, however, that this problem is much discussed. Those who object to teachers giving instruction in the use of the library state that, all too often, high-school teachers are not familiar enough with library tools to teach their use. Opposition to having instruction given by librarians is largely based upon two contentions: First, that most school librarians have had little, if any, training or experience in teaching; second, that having librarians teach the unit will cause pupils to

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regard the use of the library as something "extra" and as a matter of but little importance as compared with what is studied under the direction of the regular teacher.

4. DATA ON CIRCULATION

Evaluating library service is at best a perplexing problem. Attempts have been made to rate libraries on the size of their book collections, on the training of their librarians, and upon the adequacy of their library equipment. Important as these factors are, they can scarcely be regarded as measures of effective library service. An entirely different approach to the problem of interpreting library service is that of attempting to determine how much the library and its materials are used. Data on circulation and on library attendance are frequently kept for the purpose of noting changes in the use of the library from day to day, from month to month, and from year to year.

On the inquiry form regarding secondary-school libraries was a request for data on circulation for the school year 1929-30. These data were received from 242 schools; 73 schools reported that they do not keep circulation data (see Table 25); of the 72 schools not mentioning circulation it is probable that a large proportion have no records regarding the number of books circulated. One hundred and thirty-six of the 172 schools with enrollments of more than 750 report their circulation; on the other hand, only 106 of the 218 schools with 750 or fewer pupils enrolled indicate their circulation.

TABLE 25.—School libraries keeping circulation data in schools classified according to enrollment

Circulation data	Enrollment					Total (390)
	100 or fewer (53)	101-300 (74)	301-750 (91)	751-2,000 (117)	More than 2,000 (55)	
1	2	3	4	5	6	7
Circulation data kept.....	25	33	48	88	50	244
Circulation data not kept.....	17	19	22	13	2	73
Circulation data not reported.....	11	22	19	17	3	72
Books not circulated.....			2	1		3

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups.

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Typical of the attitude in the libraries which do not keep circulation data is that of a librarian in a school visited in connection with this investigation. The library in this school is housed in a well-equipped suite of rooms; it has a large and carefully selected collection of books, and the library staff appears adequate for the size of the school. When she was questioned regarding circulation data, the librarian replied that her staff does not have time to record them. Mere counting the cards of books which have been borrowed from the library during the day ought not to prove burdensome to the staff of any school library, no matter how small or large it may be. Inadequate as circulation data may be as an indication of the extent to which libraries are used, if kept from year to year, they supply some comparative evidence regarding the use of the library.

It was hoped that circulation statistics might be helpful in interpreting the library service of schools reporting different practices. After visiting a number of schools and after finding remarkable lack of standardization in the keeping of circulation data, it was decided, however, to make no use of these data in attempting to evaluate various practices in school libraries. Some libraries include in the reports of their circulation the numbers of books which have been loaned to classrooms during periods of a day; others do not count these books as having circulated. Some libraries count the circulation of books borrowed from classroom libraries; many schools make no attempt to record the number of books borrowed from the classroom library. Most schools count the circulation of books taken out of the building, whether for overnight, for one week, or for two weeks; a few schools, however, do not include in their circulation reports books which have been borrowed for overnight use only.¹ In some schools the libraries of which are used by the public, no effort is made in circulation reports to separate the books borrowed by pupils from those used by the public; in other schools, books borrowed by the public are reported separately from those borrowed by the pupils.

¹ The librarian in a school visited states that she does not count circulation of books taken out for overnight because she feels that borrowing a book for that length of time indicates no more use of the book than coming to the library and using it for part of a period.

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The circulation records of secondary-school libraries are in urgent need of standardization. As kept to-day these records have value only in so far as they make it possible to compare the use of the same library over a period of years. If, however, records of circulation were standardized, they might be used in making significant studies evaluating various practices in school library administration.

5. DATA ON ATTENDANCE

A second method of judging the use made of the school library is keeping a record of the number of pupils who come to the library. A number of the libraries visited keep such attendance data. The most commonly used method of obtaining these data is by counting the number of pupil admit slips. In schools using this procedure the admit slips for the day are filed, and at the close of the day the library attendance is computed and recorded.

At the South Philadelphia High School for Girls, where no admit slips are used, a pupil seated at the library entrance tallies attendance as pupils enter the library.

In Girls' High School, Brooklyn, attendance is taken by having pupils sign their names on sheets of paper. It is an easy matter to count the names on the attendance sheet and thus determine the number of pupils who come to the library during a given school day.

One difficulty with regard to using attendance data as a means of indicating the use of the library is the fact that most libraries do not find it convenient to keep records of those who come to the library before and after school. Use of the library outside of school hours is fully as important as its use during the hours when school is in session.

6. DATA ON THE USE OF THE LIBRARY IN SCHOOLS VISITED

A third means of interpreting the use made of the school library consists of having pupils fill in checking lists on which they indicate whether on a given day they have used the library, and if so, in what library activities they have engaged on that day. Because gathering and tabulating such information are time consuming, this procedure can scarcely be used regularly in school libraries. It may, however, be used

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from time to time for the purpose of obtaining data to supplement circulation and attendance records.

During this survey, 17,463 pupils filled in checking lists indicating the use they had made of the school library the day before their school was visited. More than 48 per cent of these pupils report using the library, with boys making more frequent use of the library than girls. (See Fig. 7.) In the seventh and eighth grades, however, more girls than boys report using the library.

The further pupils advance in school the more they use the library. The library was reported used by 39.6 per cent

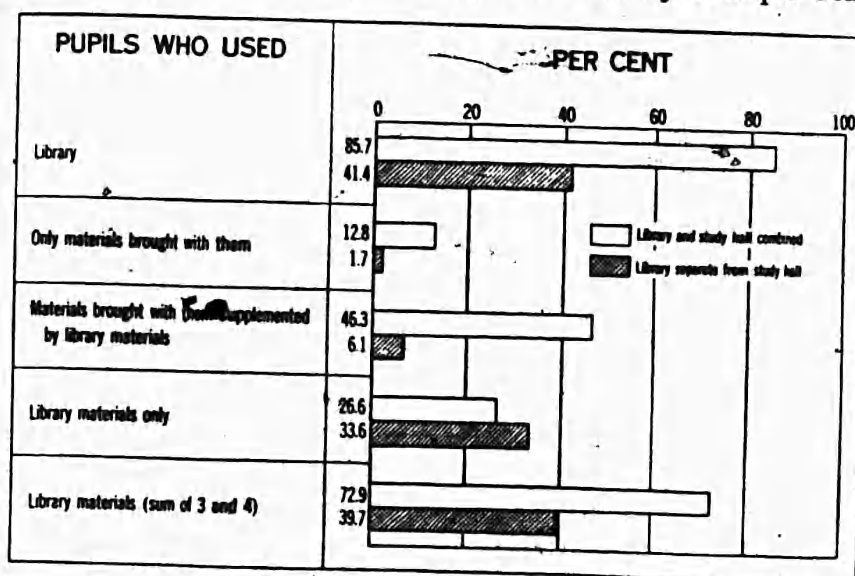


FIGURE 7.—Percentages of boys and girls using libraries in schools visited

of the pupils in grades 7 and 8, by 57.2 per cent of those in the eleventh grade, and by 56.2 per cent of pupils in the twelfth grade. The percentage of those who used library materials—that is, did not use the library only as a place to study materials that could have been used elsewhere—indicates the same tendencies as those pointed out above, namely, boys use library materials more than girls except in the seventh and eighth grades, and pupils in the upper years of high school make greater use of library materials than do those in the lower years of school.

The activities in which these pupils engaged indicate some significant differences between boys and girls (see Fig. 8) and

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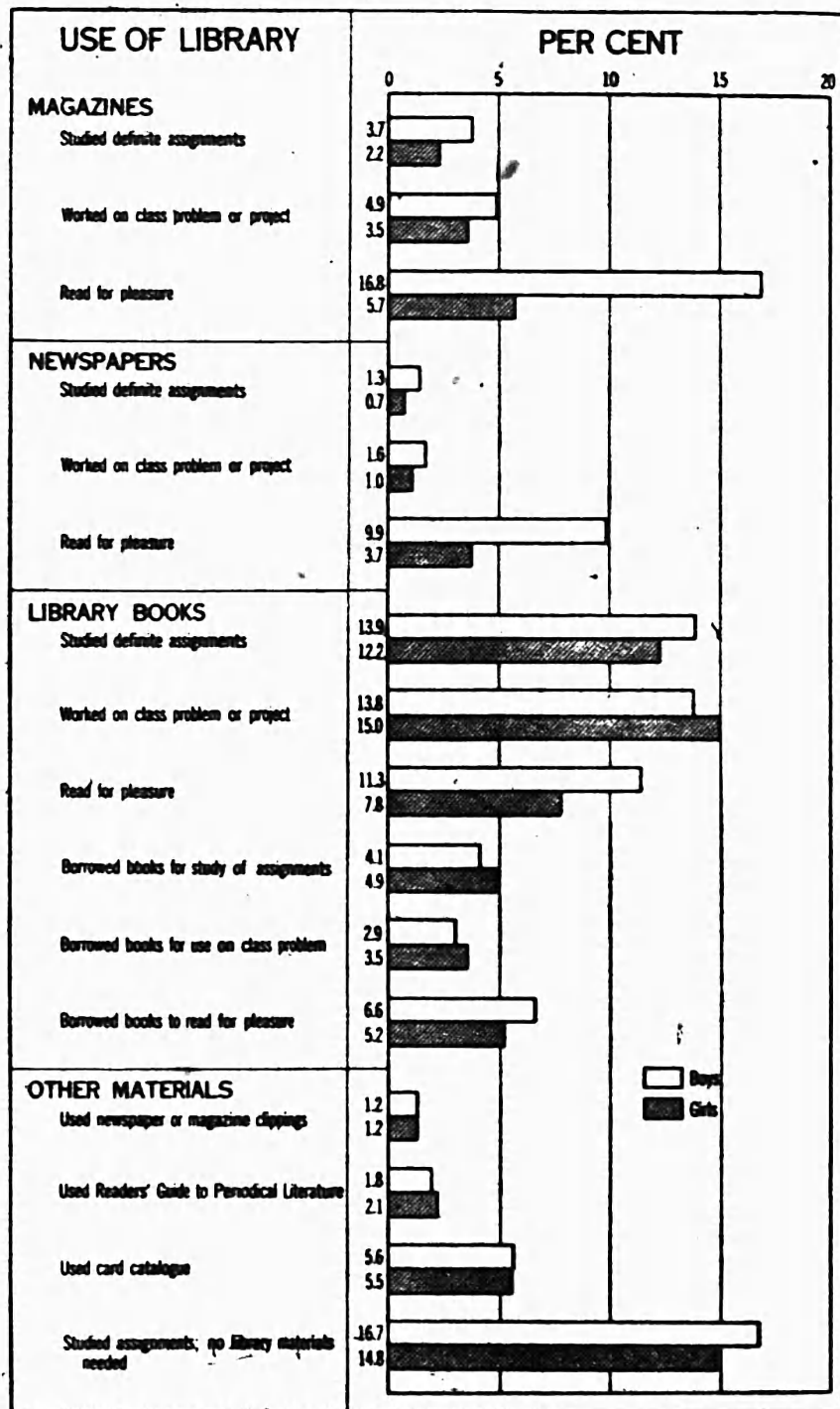


FIGURE 8. —Percentages of boys and girls pursuing various activities in libraries of schools visited

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between pupils in the different grades of the secondary school. Library magazines and newspapers are used but little in connection with school work, but 10.6 per cent of the boys and girls read magazines for pleasure and 6.5 per cent read newspapers for pleasure. Boys read both magazines and newspapers for pleasure more than do girls. Pupils in the upper years of school use magazines and newspapers more than do those in the junior high school grades.

Five and one-half per cent of those replying to the checking list used the card catalogue and 2 per cent used the Readers' Guide to Periodical Literature. Clippings from newspapers and magazines were used by 1.2 per cent of the pupils.

The reports of these 17,463 pupils indicate that library books are used more frequently than any other type of library materials. Books are usually used in connection with school work, although a number of pupils (particularly in the junior high school) report reading books for pleasure. Newspapers and magazines are little used in connection with school work, but are more used for pleasure reading.

The data in Figures 7 and 8 are not to be regarded as presenting ideal situations as regards library usage; the figures merely represent the use of library materials on one day in schools visited during this survey. Since, however, the secondary schools included in this investigation were selected because they were reported to have superior library service, the libraries in these schools are undoubtedly used more than are those in schools having typical libraries. High-school principals and librarians should find it interesting to study the use of library materials in their schools and compare the results of such studies with those found in the present investigation.

CHAPTER VI : THE LIBRARY AND NEW METHODS OF CLASSROOM TEACHING

1. DEVICES USED IN ADAPTING LIBRARIES TO NEW METHODS OF TEACHING

The newer methods of classroom teaching are making unusual demands on the high-school library. Seldom are courses using such methods based on single textbooks only. The Dalton plan, the Morrison technique, the contract plan, and various plans of supervised study place a new emphasis on the use of library books, and in many cases pupils must be given access to these books during class periods.

In an effort to discover the devices used by various school libraries in adapting their work to these demands, space for listing such devices was provided on the inquiry forms regarding secondary-school libraries. Of particular interest among the methods listed are those which give pupils access to books during the class period. (See Table 26.)

In more than half of the schools the classroom library is used. At the University of Chicago High School, where what is called the Morrison technique was first developed and applied, an extensive system of classroom libraries has been developed over a period of years.

In 43 schools books are loaned to classrooms for the duration of the unit with which the books deal, and in 4 schools books are taken to classrooms for a day or a part of a day. At R. J. Reynolds High School, Winston-Salem, N. C., where a modified form of the contract method is used, the library loans books to the classrooms for a day or for a part of a day. Teachers notify the library at least a day ahead of time of the books they will need in their classrooms. The librarian groups the books requested, and pupils from the classes needing the books take the books to the classrooms and at the close of the period return them to the library. The extent to which this method is used at R. J. Reynolds High School, a school with an enrollment of about 2,200 pupils, is indicated by the fact that during the first six months of the 1930-31 school year the circulation of books to class-

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rooms was 28,798. At Central High School, Minneapolis, and also at R. J. Reynolds High School the teachers in some departments arrange their semester lesson plans so that the same unit of work will not be taught at the same time in the classes of any two teachers. This is an especially helpful arrangement in these two schools, where books are loaned to classrooms for short periods of time.

TABLE 26.—*Methods of adapting the library to the newer methods of classroom procedure*

Method	Number of schools ¹
Classroom library is used.....	203
Pupils leave classroom individually and come to the library during class periods.....	179
Classes come to library during class periods.....	158
Books are loaned to classroom for duration of unit.....	43
Books used in various classes are placed on reserve shelves in library.....	35
Pupils are taught how to use library.....	21
Well-organized bibliographies of books needed for various units of work are given to teachers.....	16
Library is used as a study hall.....	11
Groups of pupils leave classroom and come to library.....	11
Librarian keeps in careful touch with units of work in various classes.....	7
Pupils are scheduled for library periods regularly.....	5
Books are taken to classroom for 1 day or less.....	4
Library lessons are given at times pupils will need to use the library in connection with their class work.....	3
Units of work in classes of various teachers are rotated so that different teachers will not need the same books at the same time.....	3
Library supplies old magazines for use in making booklets.....	3
Teachers send to library for needed materials during class period.....	2
Reserve books are kept in study halls.....	2
Classes come to library during home-room period.....	1
Books used for school work are kept in study hall; books used for recreation are kept in library.....	1
Books are supplied departmental laboratories to which classes are scheduled weekly on a rotating schedule.....	1
Books needed by class are placed in library classroom where class comes for supervised study.....	1

¹ Returns were received from 390 schools.

In 11 schools groups of pupils leave classes and come to the library. Frequently these pupils work on group projects, and if the library has conference rooms the groups use them for

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their class work. At Hutchins Intermediate School, Detroit, a school in which pupils are scheduled for class work for the entire day, groups are frequently sent to the library from the classroom. The seven conference rooms directly connected with the library are often used by these pupil groups. During the week of May 4, 1931, for example, 92 groups of pupils used these conference rooms.

A group of departmental libraries has been organized at the J. E. Brown Junior High School, Atlanta, Ga. Classes are scheduled on a rotating basis, each class meeting in its departmental library from one to three times a week. Teachers conduct supervised study on the days their classes use the departmental libraries.

At the Jackson (Mich.) High School a library classroom connects directly with the library. Any teacher who wishes to conduct supervised study may bring his class to this classroom, where such books as are needed will be brought for the period. The librarian at Jackson High School reports that this method is more satisfactory than sending books to the various classrooms, because the location of the library classroom makes it necessary for books to be transported a short distance only.

In addition to the problem of providing pupils with books during the class period, the librarian is confronted with another difficulty which is related to the newer methods of classroom teaching. In most schools a favorite type of project is the making of booklets relating to the units of work being studied. Such booklets are much improved if they include appropriate illustrations. As a result, pupils often cut up library books and magazines to get desired pictures for their booklets. In many schools this situation is creating a serious problem. A number of librarians report that they are requesting the cooperation of teachers in discouraging such destruction of library materials. Three school libraries supply the pupils with old magazines from which they may cut pictures. The librarian at Ballard High School, Seattle, asked one of the clubs of the city to send her their old magazines. The club readily agreed to this, thus providing the library with a most useful set of magazines which the pupils may clip and use in making booklets.

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The classroom library often reported.—The method most often used in adapting the library to the newer methods of classroom teaching is the classroom library.¹ (See Table 26.) Of considerable significance, therefore, is the fact that the inquiry forms filled out during this study report considerable information regarding the classroom library and its administration.

Among the 345 schools which indicated whether they have classroom libraries, 203 report using these libraries and also report the extent of their use. (See Table 27.) Only 33 of these schools have libraries in most of their classrooms, and the number reporting libraries in many classrooms is limited to 22. In other words, only slightly more than one-fourth of the 203 schools having classroom libraries report having a considerable number of them.

TABLE 27.—*Extent to which classroom libraries are used in schools classified according to enrollment*

Extent of use	Enrollment					Total (345)
	100 or or fewer (47)	101-300 (68)	301-750 (82)	751-2,000 (106)	More than 2,000 (48)	
1	2	3	4	5	6	7
Most classrooms.....	10	11	7	3	2	33
Many classrooms.....	2	5	5	10	—	22
Some classrooms.....	21	21	30	48	19	148
No classrooms.....	14	26	31	44	27	142

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups which reported the extent to which they use the classroom library.

Size of classroom libraries.—A second type of information which sheds light upon the classroom library situation is the number of books in such libraries. On the inquiry form sent to schools cooperating in this study was provided space for reporting the number of books in the average classroom library and also in the smallest and largest classroom libraries. Eighteen is the median number of books in the smallest

¹ It is probable that many schools reporting classroom libraries refer to temporary loans of books to classrooms.

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classroom libraries and 57.5 the median number in the largest classroom libraries. (See Table 28.) These data reveal that, in general, classroom libraries contain comparatively few books. A much more reliable basis for interpreting the contents of classroom libraries could be obtained by studying the titles of books in the classrooms. Such a study would indicate, for example, whether a classroom library is giving pupils access to 30 different titles or to 30 duplicate copies of the same book.

An interesting tendency revealed in Table 28 is that the number of books in classroom libraries decreases as the enrollment of the school increases. It is probable that this may be accounted for by the fact that smaller schools place more dependence on classroom libraries because they have central libraries which are less well developed than those in the larger schools.

TABLE 28.—*Number of books in classroom libraries of schools classified according to enrollment*

Measure	Enrollment					
	100 or fewer (33)	101-300 (37)	301-750 (51)	751-2,000 (61)	More than 2,000 (21)	All schools (208)
1	2	3	4	5	6	7
Number of schools reporting size of largest classroom libraries.....	24	30	31	31	12	128
Median number of books in largest classroom libraries.....	87.5	75.0	73.6	48.1	42.5	57.5
Number of schools reporting size of usual classroom libraries.....	21	24	30	33	8	116
Median number of books in usual classroom libraries.....	41.3	31.5	23.9	31.5	24.1	30.3
Number of schools reporting size of smallest classroom libraries.....	24	31	32	25	10	122
Median number of books in smallest classroom libraries.....	23.3	24.0	11.3	12.0	17.0	18.0

NOTE.—The numbers in parentheses indicate the number of schools reporting classroom libraries.

Methods of administering classroom libraries.—Any school librarian who sets up a system of classroom libraries must make a number of decisions regarding the administration of books in classrooms. In order to determine the practice in the schools included in the present survey, there was

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included on the inquiry form sent to the cooperating schools a request for a description of the methods used in administering classroom libraries. More than 50 per cent of the schools report charging classroom library books to teachers who in turn charge them to pupils borrowing them. (See Table 29.) Twenty-five schools do not permit pupils to borrow classroom library books for use outside the classroom. Two reasons may be assigned for this restriction on the circulation of these books: First, frequently when pupils borrow books they fail to return them by the time they are needed in the classroom; and, second, the fact that when responsibility for circulating books is not centralized, such practice often results in a large number of lost books. Those who advocate the circulation of books from classroom libraries call attention to the fact that books in classrooms are used, at most, for but a few hours each day unless pupils are permitted to borrow them. Twenty-two schools are attempting the solution of the problem by requiring books borrowed from classrooms to be checked out from the central library. This procedure centralizes the circulation of books and is also claimed to encourage the prompt return of books borrowed from classroom collections.

TABLE 29.—*Methods of administering the classroom library*

Method	Number of schools ¹
Books charged to teacher who charges them to pupils.....	113
Books charged to teacher; varying procedure as regards loaning of books for use outside of classroom.....	33
Books charged to teacher; pupils not permitted to borrow them for use outside of classroom.....	25
Books charged to teacher; if pupil borrows them he must go to library to check them out.....	22
Methods of administration not given.....	10

¹ Classroom libraries were reported by 203 schools.

Problems encountered in using classroom libraries.—Schools having classroom libraries were asked to indicate the problems they have in connection with such libraries. The difficulty most often reported is that connected with the distribution of books to the various rooms. (See Fig. 9.) Thirty-three schools mention the difficulty of administering

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the classroom library, and 21 replies indicate that books are frequently lost from classrooms. Five schools state that having classroom libraries leaves the central library short of materials, and three reports call attention to the fact that books in the classroom libraries are not accessible to the majority of the pupils. Two librarians indicate that it is difficult to determine how much classroom library books are used, and accordingly circulation data do not give an accurate

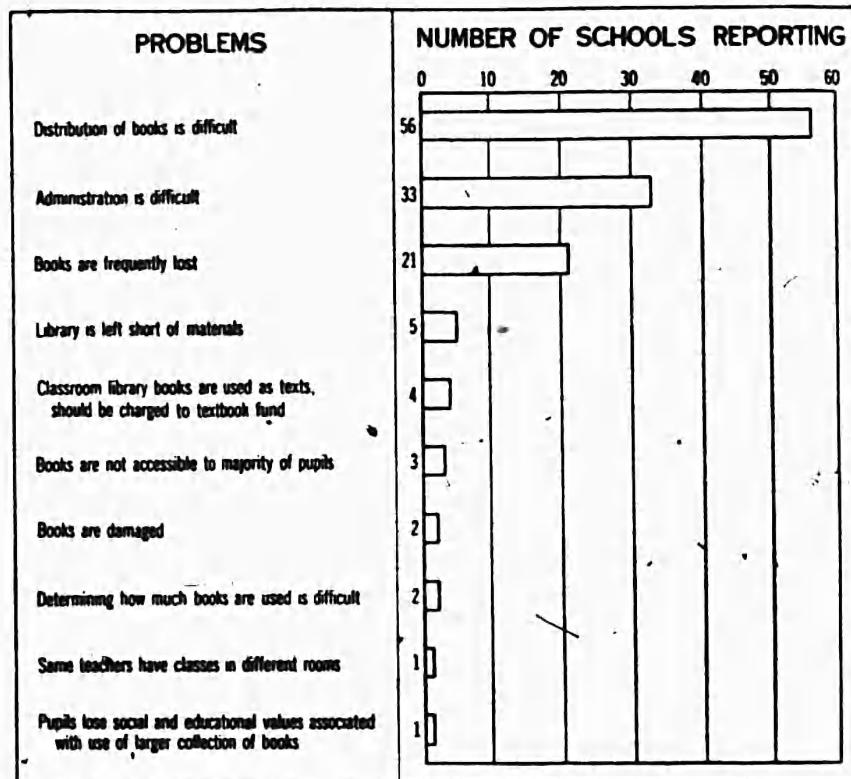


FIGURE 9.—Problems in connection with use of classroom libraries

picture of the extent to which the library is used. One report objects to the classroom library because pupils lose the social and educational values associated with the use of a larger library.

Devices used in connection with classroom libraries.—Study of the problems reported as a result of having the classroom library indicates that most of the difficulties are those associated with the administration of a decentralized book collection. Accordingly, one might expect devices to be

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reported which are helpful in distributing books to classrooms, which reduce the loss of classroom library books, and which make classroom library books accessible to the majority of pupils. A striking feature of the reports of devices used in connection with classroom libraries is, however, the small number of schools reporting such devices and the small number of devices reported. (See Table 30.) Ten schools report that having pupil librarians is helpful. In an effort to prevent the loss of books, 12 librarians hold the teacher borrowing the books or the class using the books responsible for their safe return to the central library. The librarian of one school states that pupils in the various classes help her select books for the classroom libraries. This, she reports, is a helpful device, for it makes the pupils feel that the classroom library is truly theirs.

TABLE 30.—*Devices used in connection with classroom libraries*

Device	Number of schools ¹
Pupil librarians appointed.....	10
Teacher held responsible for books in her room.....	9
Classes using books held responsible for them.....	3
Librarian assisted by pupil committee in selecting books for classroom library.....	1

¹ Classroom libraries were reported by 203 schools.

The fact that few methods have been developed for overcoming the difficulties associated with the classroom library reveals the need of extensive experimentation in this field. Representative of the experimental approach to the classroom library is an investigation now being conducted in Denver. Instead of deciding to establish classroom libraries throughout the school system in Denver, school authorities placed libraries in two classrooms of each of the city's senior high schools. The purpose of these libraries is to give the classroom library a trial and to experiment with various methods of administering library books in classrooms. The results of this experiment will be watched with interest, not only by the school administration in Denver but also by school librarians in all sections of the country.

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3. EFFECT OF THE NEWER METHODS OF TEACHING ON THE USE OF THE LIBRARY

School librarians and educators unite in claiming that the newer methods of teaching cause an increase in the use of library materials. Few factual data have, however, been gathered to support the claim. During the present study two schools were visited in which studies have been made to determine the effect of new methods of instruction upon the use of the library as this is indicated by data regarding circulation of books and library attendance.

During the school year 1923-24 the library attendance at the South Philadelphia High School for Girls was 34,485. The following school year the Dalton plan was introduced and the library attendance increased to 104,510. During the months of September and October, 1923, the circulation of books at the library of the South Philadelphia High School for Girls was 1,405. During the corresponding two months of the following school year the circulation was 4,783. If circulation data for the remainder of the year had been reported, undoubtedly the same tendency would be noticeable.

During the year 1930-31 there was introduced at R. J. Reynolds High School, Winston-Salem, N. C., a modified form of the contract method. This method of teaching, an essential part of which is regular supervised study, became the dominant method of teaching in the social science department and was also much used by various classes in the science and English departments. During the first six months of the school year 1930-31 there were loaned to classrooms 28,798 books, as compared with classroom loans of 3,896 books during the 1929-30 school year.

The experiences of the libraries at the South Philadelphia High School for Girls and at the R. J. Reynolds High School give definite indication of the increased use of the library which may result from the introduction of newer methods of classroom procedure.

CHAPTER VII : TEACHERS AND THE LIBRARY

1. TEACHERS' ACTIVITIES ENCOURAGING THE USE OF THE LIBRARY

Relation of teacher and library.—The success of high-school library service depends in a large measure on the cooperation which the library staff receives from teachers. No school library can achieve a maximum degree of success unless teachers are aware of the resources of the library and are alert to the possibilities of using library materials in their teaching. For this reason, during the present survey considerable attention was given to investigating cooperation between teachers and libraries. In an effort to discover what teachers can do to encourage the use of the library, librarians in the schools visited were questioned regarding activities of teachers which encourage or discourage the use of the library. In order to investigate further the relations of teachers to the library, 918 teachers in 17 schools were asked to indicate (1) activities in which they engage to encourage the use of the library; (2) activities of library staffs which assist teachers; and (3) suggestions which, if followed, would improve library service.

What librarians report.—Giving early notice of materials needed is most often mentioned by librarians who were questioned regarding what teachers do to encourage the use of the library. (See Table 31.) Librarians in six schools state that they like to have teachers make topical assignments requiring the use of a number of books. In three junior high schools teachers bring their classes to the library for free reading periods. If the library is large enough so that the presence of a class will not close the library to other pupils, these free reading periods have much to recommend them.

Librarians in two schools report that by coming to the library frequently teachers encourage its use by pupils. Teachers in four schools give material assistance to the librarians by informing them of what the various classes are

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studying. In two schools teachers provide the librarians with contracts and lesson plans for the units being studied. If teachers could realize the extent of the assistance which can be given by the librarian who knows what is being studied in various classes, more teachers would undoubtedly inform the librarian regarding their programs. The responsibility for keeping the librarian in touch with class work is a dual one—the librarian must demonstrate to teachers the value of such contacts; once this has been demonstrated, teachers must assume their share of the responsibility by notifying the librarian of the work being done in their classes. W

TABLE 31.—Activities which teachers employ to encourage the use of the library, as reported by librarians in schools visited

Activity	Number of schools ¹
Give early notice of needed materials.....	18
Take books to class and advertise them.....	7
Make topical assignments requiring the use of a number of books....	6
Send groups of pupils to library during class periods.....	5
Determine what materials are available before making library assignments.....	4
Inform librarian as to what the classes are studying.....	4
Recommend books to pupils.....	3
Bring classes to library for free reading.....	3
Assign collateral reading.....	3
Use the project method of teaching.....	2
Give librarian contracts and lesson plans.....	2
Come to library frequently.....	2
Bring home-room pupils to library for browsing periods.....	2
Invite librarian to give book talks to classes.....	2
Give clippings, pictures, and pamphlets to librarian.....	2
Rotate units of work to prevent need of same books by different teachers at the same time.....	2
Exhibit projects in library.....	2
Make a schedule for books which are loaned to classrooms for short periods of time.....	2
Bring pupils to library to give book reports—pupils make library a "bookshop" and "sell" to their classmates the books they have read.....	1
Bring classes to library and have them write themes regarding exhibits in library display cases.....	1
Come to library and browse around during vacant periods.....	1
Permit pupils to make book reports on any book in the library....	1
Give books to library.....	1

¹ Librarians of 28 schools reported the activities of teachers to encourage the use of the school library.

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TABLE 31.—*Activities which teachers employ to encourage the use of the library, as reported by librarians in schools visited—Continued*

Activity	Number of schools
Cooperate with librarian in lost-book campaigns.....	1
Cooperate with library in collecting fines.....	1
Invite librarian to read poetry to classes.....	1
Bring classes to library classroom for supervised study.....	1
Permit pupils to read whatever they choose for a few minutes in class each day.....	1
Take books to classroom and permit pupils to select books for outside reading there under supervision of teacher.....	1
Suggest books to be ordered.....	1
Give librarian book reviews from professional magazines.....	1
Bring classes to library for supervised study.....	1
Place call numbers of books on reading lists.....	1
Inform librarian of good new books.....	1
Have pupils make posters advertising books and give them to the library.....	1
Appoint in each class a library representative to keep in touch with library materials related to class work.....	1
Advertise books on classroom bulletin boards.....	1
Organize courses around library materials—use no textbooks.....	1
Take charge of attendance and discipline in library each period of the day.....	1
Tell pupils about new books in library.....	1
Call to attention of pupils magazine articles of interest.....	1
Keep in touch with what is being taught in library methods course and correlate class work with library course.....	1

In two libraries a number of teachers invite the librarian to their classes to give book talks. In schools having librarians capable of giving interesting book talks, teachers ought certainly to be aware of the value of inviting the librarian to give such talks to their classes.

The home-room period is a real problem for many teachers. The librarians at the Bronxville (N. Y.) High School and at the West Allis (Wis.) High School state that from time to time teachers bring their pupils to the library during home-room periods and permit them to engage in free reading. This plan might prove helpful to home-room teachers in other schools.

At Horace Mann Junior High School, Lakewood, Ohio, English teachers frequently bring their classes to the library (transformed into a bookstore for the occasion) on book report days. The pupils place the books they have read upon counters (tables) in the various parts of the library and give

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their book reports as sales talks to their classmates, who take the part of customers in the bookstore. The period is carried out in an informal manner, the pupils walking from counter to counter singly or in groups of two or three as they discuss the various books. During a portion of the period each pupil in the class is given the opportunity of being a book salesman.

At South High School, Denver, English teachers invite the librarian to read poetry to their classes. An English teacher at the Jackson (Mich.) High School permits her pupils to bring to class and read at frequent intervals anything of their choice. During the first weeks of the course the instructor makes no comments regarding the selections, but as she becomes better acquainted with her classes she suggests informally books which the pupils may enjoy. This reading is for pleasure only; the pupils make no report of it, and they understand that it has no influence on their English mark. The school librarian reports that this device succeeds in encouraging recreational reading and the use of the library.

At Central High School, Minneapolis, an English teacher takes a book truck of books to her classroom before each outside reading assignment. In the classroom under the teacher's supervision the pupils select the books they wish to read. The books are charged to the pupils in the classroom, and the signed book cards are sent to the library.

In Evanston Township High School, Evanston, Ill., the reading lists prepared by a number of teachers have on them the library call numbers of the books to which reference is made. The librarians state that this practice saves a great deal of time for both librarian and pupils.

A number of teachers in Ballard High School, Seattle, have appointed library representatives in each of their classes. The work of these pupils consists of keeping in touch with the library to determine what supplementary materials are available regarding the units being studied in class. The librarian states that these pupils are of much assistance in bringing to the attention of teachers and pupils valuable materials which otherwise might pass unnoticed. Plans are under way at Ballard High School for the extension of the library representation plan to other classes.

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A number of teachers at Girls' High School, Brooklyn, keep in touch with the units taught in the library instruction course which their pupils are taking. These teachers attempt to plan their class work in such a way that it correlates with the library instruction which their pupils are receiving.

What teachers report.—The statements of teachers are a further source of information regarding what they do to encourage the use of the library. Of the 918 teachers who indicate devices they employ to encourage the use of the library, 604 state that they encourage reading by telling pupils of books which may interest them. (See Table 32.) Casual reference to interesting books undoubtedly leads many pupils to do recreational reading. Almost half of the teachers give their pupils lists of suggested readings, and 257 report advertising books by placing posters on classroom bulletin boards. Other activities of teachers to encourage reading for pleasure are: Encourage reading by giving extra credit for collateral reading, read to pupils interesting excerpts from library books, take library books to classrooms to "sell" them to pupils, have pupils give oral book reports, and exhibit interesting books on classroom desks.

Five hundred and fourteen teachers state that they make topical assignments which require pupils to find their own materials; on the other hand, 372 report making assignments which tell pupils exactly where necessary materials may be found in the library. References to specific materials have, of course, the advantage of saving the time of pupils and librarians. Educators and librarians emphasize, however, the value of topical assignments which make it necessary for pupils to learn how to use the Readers' Guide, the card catalogue, and other library tools.

Many teachers recognize the need of informing the librarian of the needs of their classes. More than 550 instructors state that they determine whether necessary materials are available before making assignments requiring library work; 426 report that they notify librarians of books their classes will need in the future, so that these books may be placed on the reserve shelf; and 145 teachers make early requests of librarians to borrow materials which classes will need and which the library does not have. These activities are essential if

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assigned library materials are to be made available promptly to pupils.

TABLE 32.—*Devices used by teachers to encourage the use of the school library*

Device	Number of teachers ¹
Encourage reading by telling pupils of books which may interest them.....	604
Encourage pupils to go to library individually as need for reference material arises.....	568
Determine whether necessary material is available in library before making assignments requiring library work.....	561
Make suggestions for purchase of books desirable as additions to school library.....	516
Make assignments (problem or topical, for example) requiring pupils to do research work in library.....	514
Encourage reading by giving pupils lists of suggested readings.....	435
Notify librarian of books classes will need in the future, so that these books may be placed on reserve shelf by the time pupils need them.....	426
Make assignments which tell pupils exactly where necessary materials may be found in library.....	372
Take classes to library to spend periods doing reference work.....	334
Encourage reading by means of posters on classroom bulletin board.....	257
Teach pupils how to use the library as situations requiring its use arise in connection with class work.....	216
Make early request of librarian to borrow materials which classes will need and which the library does not have.....	145
Devote a unit of 1 or more courses to teaching pupils how to use the library.....	104
Give librarian for exhibition in library completed projects prepared by pupils.....	92
Arrange for librarian to come to classes to teach pupils how to use the library.....	86
Take classes to library to spend periods doing pleasure reading....	29
Have classroom library.....	8
Bring library books to classroom for supervised study.....	7
Encourage reading by giving extra credit for supplementary reading.....	7
Have pupils make posters for the library.....	5
Read excerpts from library books to stimulate interest.....	4
Take library books to classroom to "sell" them to pupils.....	4
Have pupils give oral book reports.....	3
Require supplementary reading.....	3
Go to library often as an example to pupils.....	3

¹ A total of 918 teachers reported devices employed to encourage the use of the school library.

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TABLE 32.—*Devices used by teachers to encourage the use of the school library—Continued*

Device	Number of Teachers
Post articles and clippings on classroom bulletin boards—inform pupils where additional materials can be found.....	2
Exhibit interesting books on desk.....	2
Become acquainted with new books in library which pupils may enjoy reading.....	2
Contribute books to library.....	2
Teach pupils how to use reference books related to specified course.....	2
Send groups of pupils to library during class period.....	2
Recommend magazines to be used by pupils.....	2
Recommend to pupils books relating to their extracurriculum interests.....	1
Emphasize current problems and insist that pupils keep in touch with magazines and newspapers to be found in library.....	1
Have pupils keep record of books they read.....	1
Have on teacher's desk lists of suggested reading.....	1
Have pupils use library magazines in drawing plans and details for architectural drawing.....	1
Consult with librarian regarding pupils who reveal poor reading habits in the study hall.....	1
Donate pamphlets to library.....	1
Send pupils to library to study clippings.....	1
Send pupils to library to study post cards—have them write short papers on these in French.....	1
Check on library test given to pupils by librarian.....	1
Supervise the use of library books kept in study hall.....	1

Teachers list a number of practices in teaching their pupils how to use the library. A large number state that they teach pupils how to use the library as situations requiring its use arise in connection with class work; some teachers devote a unit of one or more courses to instructing pupils in the use of the library, and others arrange for the librarian to teach their pupils how to use the library.

2. *TEACHERS' ACTIVITIES IMPAIRING THE EFFICIENCY OF LIBRARY SERVICE*

The librarians in the schools visited report a number of activities of teachers which make the work of the librarian more difficult and which discourage the use of the library. "Give late notice of needed materials" is a habit of teachers which librarians criticize with almost universal agreement.

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(See Table 33.) This practice often results in groups of from 20 to 150 coming to the library and asking for a reference of which there are from 1 to 10 copies. The first pupil or pupils reaching the library get the books; the others fail to get them because the librarian has not known the books were to be used and accordingly has not placed them on the reserve shelf.

TABLE 33.—Activities of teachers which impair the efficiency of library service

Activity	Number of schools ¹
Give late notice of needed materials.....	19
Fail to learn what materials are available before making library assignment.....	4
Do not know how to use the library.....	3
Are indifferent to value of library.....	2
Keep books longer than necessary.....	2
Make excessive requests for books to be ordered.....	2
Use single textbook in teaching.....	2
Fail to insist that pupils look up their own books and materials.....	1
Make vague and indefinite assignments.....	1
Take books out of library and assign pupils materials in books they themselves have checked out.....	1
Fail to give pupils notices of overdue books.....	1
Fail to charge books which they borrow.....	1
Fail to become familiar with library materials.....	1
Request librarian to buy books about which they know little.....	1
Ask to take out books before they are accessioned.....	1
Send pupils to library for disciplinary reasons.....	1
Keep group of books in classroom longer than necessary, thus depriving others of needed books.....	1
Ask librarian to order copies of books of which library already has (unknown to teacher) a number of copies.....	1
Lose books.....	1
Fail to conform to schedule when books are scheduled to different teachers' classrooms for a specific length of time.....	1
Are too strict about legitimate conversation when assigned to library to care for attendance and discipline.....	1
Fail to suggest books to be ordered.....	1
Emphasize importance of illustrations in booklets pupils make for projects, thus tempting pupils to cut up library books and magazines.....	1
Fail to come to library.....	1

¹ Librarians of 24 schools report teachers' activities that impair the efficiency of library service.

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Four librarians state that teachers in their schools fail to learn what material is available before making assignments requiring the use of library materials. This, of course, results in pupils asking for references which the library does not have. "Do not know how to use the library" and "Are indifferent to value of library" are mentioned three and two times, respectively. In two schools librarians state that a number of teachers use a single textbook and never take occasion to supplement the text by reference to material of any type. The librarian of one school criticizes teachers because they make vague and indefinite assignments. The librarian reports that the pupils of these teachers come to the library with an ill-defined idea of what they are looking for.

A number of teachers in one school are severely criticized for sending pupils to the library for disciplinary reasons. Going to the library should be a privilege, not a punishment. Nothing which makes library attendance a penalty can be condoned by anyone who has the welfare of the school library at heart.

One librarian censures teachers because they emphasize the importance of pictures in booklets which their pupils make. This practice tempts the pupils to cut up library books and magazines and results in the destruction of much valuable material.

Most problems which librarians report that teachers cause may be attributed to a lack of contact with the library and a consequent failure to realize its resources and its problems. Activities of librarians which inform teachers of the library and its resources undoubtedly remove the causes of many of these difficulties.

3. LIBRARIANS' ACTIVITIES OF HELP TO TEACHERS

Information regarding library resources is much appreciated by teachers. "Notify teachers of new materials in library in which they may be interested" is the helpful activity of library staffs which teachers report more than any other. (See Table 34.) Two hundred and sixty-eight teachers indicate that librarians prepare bibliographies of materials available for the subjects they teach. Bibliographies made by the librarian and covering magazine articles

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of interest are reported by 166 teachers, and 216 teachers state that librarians inform them of newly published materials not in the library in which they may be interested. Closely related to the act of informing members of the teaching staff regarding library materials is that of keeping in touch with units being studied in various classes. This activity, which is performed by the librarian and enables her to make timely suggestions to teachers, is listed by 236 instructors.

TABLE 34.—*Helpful activities of librarians and of library staffs reported by teachers*

Activity	Number of teachers ¹
Notify teachers of new material in library in which they may be interested.....	679
Place books needed by classes on reserve shelf in library.....	602
Notify teachers of all new books received in library.....	428
Suggest books which pupils may read for pleasure.....	375
Supply books for use in classroom library.....	363
Provide faculty reading room or faculty corner in library room...	359
Borrow books from other libraries (county, State, or local public) as requested by teachers.....	304
Prepare bibliographies of available library materials which relate to various subjects.....	268
Keep in touch with units being studied in various classes.....	236
Notify teachers of new publications not in library in which they may be interested.....	216
Exhibit in library completed projects prepared by pupils.....	181
Give teachers bibliographies of current magazine articles in which they may be interested.....	166
Teach pupils how to use the library.....	34
Provide illustrative materials.....	16
Assist pupils to find materials.....	12
Teach special unit to classes on the use of reference books relating to various subjects.....	9
Provide clipping and pamphlet files.....	8
Buy books suggested by teachers.....	6
Advertise books by means of posters on bulletin boards.....	5
Cooperate eagerly.....	4
Provide phonograph records.....	4
Provide magazines relating to various subjects.....	3
Provide books for supplementary reading.....	3
Advise pupils regarding outside reading.....	3
Exhibit materials relating to various subjects.....	3
Sponsor faculty book club.....	3

¹ A total of 918 teachers reported helpful activities of librarians and library staffs.

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**TABLE 34.—Helpful activities of librarians and of library staffs
reported by teachers—Continued**

Activity	Number of teachers
Provide library bulletin boards for various subjects.....	2
Assist pupils to locate debate materials.....	2
Discuss books with various classes.....	2
Supply current periodicals for classroom use.....	2
Ask teachers to suggest books to be ordered.....	2
Observe special days by posters and book displays.....	2
Provide separate science library—facilitates reference work.....	1
Publish library guide which shows location of books relating to various subjects.....	1
Read poetry to classes.....	1
Give talks to pupils regarding interesting places (visited by librarian) associated with class work.....	1
Allow books to be checked out through the classroom.....	1
Loan books for use in classroom.....	1
Place books needed by pupils in study hall.....	1
Borrow illustrative material from public library.....	1
Distribute magazines to department heads.....	1
Send new books to teachers for inspection.....	1
Assist teachers to find materials for assembly programs.....	1
Gather materials for use in preparing costumes for school operetta.....	1
Order books for teachers so that they can receive library discount.....	1
Look up materials for teachers.....	1
Send books to classroom for supervised study.....	1

“Place books needed by classes on reserve shelf in library” is reported as a help by approximately two-thirds of the teachers who filled in the checking list. One-third of the teachers state that librarians borrow books for them from other libraries.

Nine teachers indicate that the librarian teaches to their classes a special unit on the use of reference books needed in specific courses. This is done in addition to the regular course in library instruction which is given to all pupils. Four teachers mention the eager cooperation of the library staff, and three list the faculty book club which the librarian sponsors.

At John Adams High School, Cleveland, the main library room is not large enough to accommodate all of the pupils who wish to use it. To relieve this situation, all books relating to science are placed in a separate room, where pupils who wish to use library materials dealing with science may

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come. One of the science teachers at this school indicates his approval of this arrangement, stating that in his opinion it facilitates reference work in science.

At Evanston Township High School, Evanston, Ill., books which teachers wish placed on reserve are put on the shelves of the study halls, where pupils may use them without going to the library. One of the teachers in Evanston makes mention of the advantages of this arrangement.

Teachers indicate their appreciation of three types of activities performed by librarians: First, those activities which inform members of the teaching staff regarding the resources of the library; second, those activities which make library materials readily available to teachers and pupils; and, third, those activities as a result of which pupils learn how to use the library.

4. TEACHERS' SUGGESTIONS FOR IMPROVING LIBRARY SERVICE

A striking feature of teachers' suggestions for improving library service is the fact that so few suggestions are given and that no one suggestion is given by more than 12 of the 918 teachers. (See Table 35.)

TABLE 35.—*Teachers' suggestions for improving secondary-school library service*

Suggestion	Number of teachers
Have more books relating to specified courses.....	12
Notify teachers of all new books received in library.....	10
Notify teachers of new books (not in library) in which they may be interested.....	9
Give teachers bibliographies of current magazine articles in which they may be interested.....	6
Make bibliographies of library material available for use in specified courses.....	5
Furnish to each department a list of new books related to the department's work.....	4
Supply books for classroom libraries.....	4
Borrow books from other libraries as they are requested.....	4
Have more modern books.....	3
Provide faculty reading room.....	3
Have large library reading room to which classes may be taken for pleasure reading.....	2
Have collections of mounted pictures for reference in drawing and design.....	2
Prepare bibliographies of collateral pleasure reading.....	2

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TABLE 35.—Teachers' suggestions for improving secondary-school library service—Continued

Suggestion	Number of teachers
Eliminate antiquated materials from library	2
Give library instruction to classes	2
Establish departmental libraries	2
Permit pupils to go to library during home-room period	2
Supply daily paper	1
Subscribe to magazines relating to specific courses	1
Have more up-to-date technical materials	1
Have more finely illustrated books	1
Have more materials for postgraduate students	1
Provide books suited to the comprehension of the pupils	1
Keep atlas and maps in the library	1
Act as depository for visual aids	1
Prepare and give to teachers duplicate index cards of library books relating to various courses so that teachers may keep them in their desks	1
Prepare and post bibliographies of magazine articles which will interest pupils	1
Circulate to various classrooms posters advertising books	1
Exhibit books in classrooms	1
Keep a separate shelf for historical fiction	1
Buy books suggested by teachers	1
Exhibit art work in library	1
Analyze more anthologies	1
Make study-hall libraries department libraries	1
Allow books to be taken out for a longer period of time	1
Limit the number of books to be taken out at one time by each pupil	1
Have library open longer hours	1

Twelve teachers indicate a desire for more books relating to the subjects they teach. A number of teachers express the wish that the library staff would inform them of all new books received in the library, would tell them of newly published books not in the library, and would notify them of current magazine articles of interest. A desire to be kept in touch with current reading matter appears to account for the suggestions most frequently mentioned by teachers.

Five teachers suggest that the librarian supply them with bibliographies of the library material available for use in the courses they teach. Two propose that the librarian prepare for pleasure reading bibliographies of books which are related to the units of various courses offered in the school.

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Two teachers (both of them teachers in the same junior high school) suggest that pupils be permitted to go to the library during home-room periods. In this particular school pupils in the junior high school grades are scheduled for class work during the entire school day, and accordingly have but little opportunity to use the school library.

A teacher in the Evanston Township High School, Evanston, Ill., suggests that the practice of having reference books relating to different departments in the same study hall be abolished. He proposes, instead, a library for each department in which the reserve books for that department might be kept.

Most of the teachers' suggestions for improving library service merit careful attention. Some of them indicate a need for additional facilities, some propose significant administrative changes in library organization, and others suggest the more general use of activities which some librarians have inaugurated.

CHAPTER VIII : ACTIVITIES AND DEVICES

1. ACTIVITIES IN SCHOOLS REPLYING TO INQUIRY FORMS

In carrying out the purposes of the present study a major emphasis has been placed on locating and describing activities and devices used in outstanding school libraries. In accordance with this emphasis, there was included on the inquiry forms sent to high schools a checking list of activities and devices sometimes used in school libraries. Persons filling out these forms were asked to check the activities carried on in their libraries and to list other devices used successfully.

The activity most frequently mentioned on the returned inquiry forms is "Notify teachers of new material as it comes to the library." (See Table 36.) "Use bulletin boards" and "Prepare and post book lists" rank second and third, respectively. In 232 schools it is reported that the library staff keeps in touch with the units of work studied in various classes.

TABLE 36.—Activities and devices used in school libraries

Activity	Number of schools ¹
Notify teachers of new materials as they come to the library.....	316
Use bulletin boards.....	295
Prepare and post book lists.....	249
Provide shelf or table for new books.....	239
Use posters for advertising books and magazines.....	239
Keep in touch with units being studied in the various classes.....	232
Provide new teachers with descriptions of library and its service.....	174
Have a personal conference with each new teacher.....	171
Post literature maps.....	160
Encourage pupils to bring clippings.....	158
Borrow books from local library.....	138
Confer with all pupils regarding library.....	133
Post annotated lists of magazine articles for pupils.....	111
Provide a browsing corner.....	102
Confer with pupils who are making little use of library.....	99
Organize a library or reading club.....	91
Take library census to discover pupils who are not using library or are using it infrequently.....	80

¹ Returns were received from 390 schools.

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TABLE 36.—Activities and devices used in school libraries—Continued

Activity	Number of schools
Borrow books from State library.....	70
Use reading records annotated by pupils.....	62
Publish library notes in school paper.....	23
Borrow books from county library.....	18
Have book exhibits.....	8
Present assembly program during book week.....	6
Give book talks to classes on request.....	5
Display projects prepared by pupils in classes of various teachers.....	5
Confer with teachers about the use of the library by pupils in their home rooms.....	4
Have a story hour for pupils.....	3
Give pupils illustrated reading lists.....	3
Have a current-events bulletin board.....	3
Hold teas for teachers in library.....	2
Call attention of teachers to magazine articles.....	2
Have a browsing period the latter part of each hour devoted to library instruction.....	1
Read aloud to pupils last 15 minutes of last period on Fridays.....	1
Have teachers take books to class and advertise them.....	1
Have school poster club make posters advertising books.....	1
Have teachers assigned to library analyze books and make department bibliographies.....	1
Display books suitable for gifts.....	1
Make briefly annotated bibliography to call to attention of teacher little-used books.....	1
Have mail boxes for teachers in library.....	1
Keep book jackets in box on charging desk.....	1
Sponsor a faculty book club.....	1
Have teachers assigned to library to help 1 period each day.....	1

Some of the most significant devices are undoubtedly found among those least frequently reported. In the discussion to follow certain of these less generally used activities will be mentioned and described in a somewhat more detailed manner than is possible in tabular form.

"Take a library census" is a device reported by 80 schools. This is probably a larger number of schools than actually take a formal library census; often undoubtedly a census is reported when a school merely keeps a library attendance record with no reference to the names of pupils using the library. The Bronxville (N. Y.) High School, however, is taking a census of unusual interest. The librarian has mimeographed sheets with the names of all pupils in the school.

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When a book is checked out of the library, the pupil taking the book signs his name on the book card, and at the close of the day a tally is made of pupils who have borrowed books. This is done by using the book cards for the day and placing tallies opposite the appropriate names on the mimeographed sheets. By means of data thus compiled the librarian is able to determine what pupils are not using the library and to inquire into the reasons for this situation.

The librarians of three junior high schools report having story hours in the library. At Lake Junior High School, Denver, a series of story hours is held twice each year. Pupils come to the library for their story hour in groups of from 30 to 80. An interesting feature of the second-semester story hour at Lake Junior High School is the fact that the period is closed with a discussion of the program for vacation reading sponsored by the Denver Public Library.

Three libraries report having a current-events bulletin board. At the University of Chicago High School a committee of six pupils (an editor in chief and an editor for each day of the week) has charge of the Daily Exhaust, which is the name given the bulletin board upon which news clippings are posted. At Omaha Technical High School the journalism classes of the school are in charge of the bulletin board for current events.

In the library of Girls' High School, Brooklyn, the last 15 minutes of the final period of the day on Fridays is frequently occupied with an informal book talk given by the librarian or by reading to the pupils who happen to be in the library for that period. The librarian at Girls' High School reports that the 15-minute period thus spent frequently results in students taking books for week-end reading.

The librarian at the Harper Junior High School, Chicago, permits the pupils to browse among books during the latter part of each period of library instruction.

At the J. E. Brown Junior High School, Atlanta, Ga., the librarian reports a device that proved helpful in encouraging the use of books which formerly were used but little, if at all. The librarian listed the books in the library which were not being used. The books so listed were classified according to the departments in which they might be used, and to each

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teacher in the school was sent a list of little-used books which he might find useful.

At Fairfax High School, Los Angeles, a teacher in each department is assigned to the library for one period a day. This period is spent in analyzing books in the library which are of value to the specific department to which the teacher belongs. Duplicate copies of the analytical cards are made, one for the library and one for the department office. After a study of high-school libraries in Los Angeles (including the library of Fairfax High School), Miss Whittington concludes: "Departmental cataloguing should be used in all libraries, as it insures cooperation with departments and makes the library more useful."¹

At R. J. Reynolds High School, Winston-Salem, N. C., 13 teachers are assigned to work in the library for one period each day. They engage in such activities as filing clippings, filing pictures, caring for reserve books, making bibliographies of materials for use in their departments, and mending books. The purpose of having the teachers work in the library is not so much the actual assistance given the librarian as for the purpose of making the teachers library-minded. The library staff at Reynolds High School reports that having these teachers assist in the library does much to encourage their use of it.

At Upper Leacock Township High School, Bird in Hand, Pa., the teachers' mail boxes are in the library. The librarian likes this arrangement, since it helps to establish regular contact with all teachers of the school.

On the charging desk of the library at Ballard High School, Seattle, is a wooden file in which are kept book jackets. This is an interesting variation of the use of book jackets for posting the bulletin board, and pupils of the school are reported to make much use of them in selecting books to be read.

2. ACTIVITIES IN SCHOOLS VISITED

The librarians in the schools visited were asked to describe activities and devices which they find helpful in connection

¹ Whittington, Harriett Emmalyn. *The Administration of Senior High School Libraries in Los Angeles*. Unpublished master's thesis, University of Southern California, 1929. 136 pp. (see p. 126).

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with the following problems: (1) Interesting teachers in the library and encouraging them to use it; (2) encouraging recreational reading; (3) encouraging the use of the library in preparing school work.

The following pages summarize the replies of librarians to these requests. Since the librarians were given no checking list of any sort but were merely asked to describe successful activities, it is possible that many activities may have been omitted. Their most successful devices are, however, those which they would be most likely to recall at the time of the interview. It is therefore probable that the following pages summarize best practices in this group of school libraries.

Encouraging the use of the library by teachers.—Librarians cooperating in this study report a number of activities which indicate that they are making conscious efforts to interest teachers in the library and to inform them of its resources.

A noteworthy feature of Table 37 is the lack of agreement among librarians regarding methods of interesting teachers in the library. Fifty-nine different activities or devices are mentioned, only one of which is reported by more than one-third of the librarians. Of the remaining 58 devices, 41 are given once only and 7 are reported twice.

TABLE 37.—*Devices employed to encourage teachers to use the school library*

Device	Type of school				
	Junior (10)	Junior- senior (5)	Senior (7)	4-year (11)	Total (33)
1	2	3	4	5	6
Notify teachers of new materials received.....	5	4	3	8	20
Have frequent informal chats with teachers.....	2	1	6	2	11
Send new books to teachers.....	3		2	1	6
Send teachers lists of interesting magazine articles.....		1	2	3	6
Attend departmental meetings.....	2	1	1	1	5
Place library notes in principal's bulletin.....	2			2	4
Sponsor faculty book club.....			2	2	4
Ask teachers to suggest new books to be ordered.....			1	2	3
Give teachers good service.....		1	2		3
Distribute library news bulletin.....	1		1	1	3
Talk at faculty meetings.....	2			1	3
Work with teachers in developing new courses of study.....	1	1			2
Have a tea in library for teachers at opening of school year.....	1			1	2

NOTE.—The numbers in parentheses indicate the number of schools of the various types in which librarians reported devices to encourage teachers to use the library.

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TABLE 37.—*Devices employed to encourage teachers to use the school library—Continued*

Device	Type of school				
	Junior (10)	Junior- senior (5)	Senior (7)	4-year (11)	Total (33)
1	2	3	4	5	6
Have teachers' rest room next to library—makes for close contact.....	1			1	2
Talk at departmental meetings.....	1			1	2
Have faculty reading table in library.....			1	1	2
Attend meetings of department heads.....			1	1	2
Invite new teachers to library at opening of school year.....			1	1	2
Visit classes.....	1				1
Become familiar with courses of study.....	1				1
Send forms to teachers each week asking if they wish illustrative materials or specimens of any sort borrowed from city museum.....	1				1
Send bulletin to teachers at opening of year.....	1				1
Make study of number of pupils sent to library by various teachers.....	1				1
Make bibliographies of professional readings for teachers.....	1				1
Send to all teachers each week a form asking what library can do for them.....	1				1
Post book reviews in teachers' reading room.....		1			1
Mention names of teachers making outstanding use of library in monthly report to superintendent.....		1			1
Display books in teachers' reading room.....		1			1
Hold weekly teas for teachers in library.....		1			1
Give teachers lists of little-used books relating to their courses.....		1			1
Notify teachers of newly published books (not in library) in which they may be interested.....		1			1
Send to teachers material for classroom bulletin boards.....		1			1
Have pupils make bibliographies needed by teachers during instruction in the use of the library.....		1			1
Send to teachers bulletin with suggestions for book-week activities.....		1			1
Hold departmental teas in library from time to time—exhibits of particular interest to members of department.....			1		1
Have at least 1 representative of each department study catalogue of various publishing companies before book order is made.....			1		1
Help gather materials for teachers when they are going to make talks.....			1		1
Give each teacher a bibliography of the library books relating to his subject.....			1		1
Ask teachers for suggestions for book week.....			1		1
Post on teachers' bulletin board lists of new books purchased by public library.....			1		1
Hold faculty teas twice a year.....			1		1
Post book reviews in room where faculty meetings are held.....				1	1
Place in teachers' rest room a folder of book jackets from new library books.....				1	1
Have book exhibits at faculty meetings.....				1	1
Attend faculty meetings.....				1	1
Have first faculty meeting of year held in library.....				1	1
Assign teachers to library 1 period each day to do routine work.....				1	1
Hold open house for teachers immediately after house cleaning between semesters.....				1	1

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TABLE 37.—*Devices employed to encourage teachers to use the school library—Continued*

Device	Type of school				
	Junior (10)	Junior- senior (5)	Senior (7)	4-year (11)	Total (33)
1	2	3	4	5	6
Reserve new books for teachers for 1 week before placing in circulation.....					
Place book jackets in folders on faculty table.....				1	1
Have book exhibits on faculty reading table.....				1	1
Send book jackets to teachers.....				1	1
Have book exhibits in faculty reading room.....				1	1
Ask teachers whether any of new books are valuable enough to justify ordering duplicate copies.....				1	1
Display all new books in teachers' reading room for 1 week before circulating them.....				1	1
Make notes during recreational reading of books or articles in which various teachers may be interested.....				1	1
Give each teacher folder describing available slides and illustrative materials dealing with his subjects.....				1	1
Use 5-minute period at each faculty meeting to discuss new books in the library, features of library service, etc.....				1	1
Devote entire faculty meeting to a discussion of the school library and its use.....				1	1

Six librarians send to teachers new library books in which they may be interested. Bibliographies of articles in current magazines are sent to teachers in six schools. Three librarians state that the "secret" of interesting teachers in the library is to give them good service. In three schools the librarians have library news bulletins mimeographed and distributed to the teachers. Two librarians report that having the teachers' rest room open directly off the library does much to interest teachers in the library, in that it makes the library accessible to teachers during their leisure time.

The librarian of a Cleveland junior high school made an interesting study of the number of pupils sent to the library by the various teachers during a period of one week. In this particular school a pupil is admitted to the library by a slip signed by the teacher of the class for which he is to do library work. The data gathered indicated that one teacher had sent 300 pupils to the library during the week; another had sent only 4 pupils to the library during the same length of time. This study formed the basis for an interesting discussion at a faculty meeting, during which the principal

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emphasized the value of having pupils use the library. The librarian states that the results of this study and of the faculty discussion were readily apparent.

In one of the Detroit junior high schools a form is sent to each teacher every Friday asking what help the library can give during the following week.

The librarian at the Bronxville (N. Y.) High School holds weekly teas for teachers in the library. The attendance at these teas is good, and the librarian has an excellent opportunity to bring materials of interest to the attention of various teachers. At East High School, Denver, departmental teas are held in the library from time to time. At each tea are displayed library materials particularly interesting to the department concerned.

In her monthly report to the superintendent of schools one librarian mentions teachers who have made particularly effective use of the library during the month and describes what they have done. These reports and the fact that the teachers know of them are said to have an appreciable influence in encouraging teachers to use the school library.

Before book week the librarian at Stadium High School, Tacoma, sends a form to all teachers asking them for suggestions for book-week activities. In addition to the value of the suggestions received, the fact that teachers have been asked to help in planning book week makes them regard the week's activities as a cooperative undertaking in which they have a part.

At Omaha Technical High School all new library books are exhibited in the teachers' reading room for one week before they are placed in circulation. Teachers in this school are also invited to inform the librarian of any new books which are valuable enough to warrant the ordering of duplicate copies.

At Girls' High School, Brooklyn, five minutes of each faculty meeting is given to the librarian. During this period she calls to the attention of the faculty new materials in the library and any other features of library service to which she may wish to direct their attention. In this same school an entire faculty meeting is, from time to time, given to a discussion of the school library and its use.

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The statements of librarians reveal the fact that many of them are alert to the value of acquainting teachers with the library and its resources. It is significant that teachers and librarians emphasize the importance of having teachers informed regarding library materials. This fact should be suggestive to librarians and educators who wish to improve the relationship between teachers and school libraries.

TABLE 38.—*Devices employed to encourage recreational reading*

Device	Number of schools ¹
Display books.....	19
Post book jackets.....	14
Use posters advertising books.....	13
Have informal chats with pupils.....	7
Place book reviews in school paper.....	7
Give book talks to English classes.....	5
Post literature maps.....	5
Place library notes in school paper.....	4
Keep in library bookmarks with suggested books for reading.....	3
Have regularly scheduled reading hours in library for pupils.....	3
Make a study of pupils' reading habits and interests.....	2
Give State reading certificates to pupils who read specified number of books.....	2
Present auditorium program during book week.....	2
Post book reviews written by pupils.....	2
Display books in case in main corridor of building.....	2
Exhibit collections of books relating to assembly programs, lectures, plays, etc.....	2
Have special book case of finely illustrated editions.....	2
Place list of new books in school paper.....	2
Present book plays at assembly programs.....	2
Have a story hour once each semester for all pupils.....	1
Prepare and distribute book news bulletin prepared by library club and distributed during book week.....	1
Make scrapbook of clippings (from book jackets) describing books.....	1
Give book talks to home-room groups.....	1
Encourage pupils to earn vacation-reading certificates given by public library.....	1
Cut book reviews from book jackets, paste on different colored cards, file in box.....	1
Sponsor book club of seventh-grade pupils scoring lowest in Stanford achievement test—read books suited to their ability.....	1
Exhibit new books.....	1
Have members of library council give talks to home rooms.....	1

¹ The librarians of 33 schools reported devices to encourage recreational reading.

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TABLE 38.—*Devices employed to encourage recreational reading—Contd.*

Device	Number of schools
Post lists of famous men whose birthdays occur during month and exhibit biographies of these men.....	1
Post on bulletin boards lists of books read and recommended by various pupils.....	1
Place book advertisements in school paper.....	1
Build up book exhibits around autographs of famous men.....	1
Place posters made and signed by pupils (My Favorite Book) on bulletin boards.....	1
Belong to Junior Literary Guild—encourage reading of these books.....	1
Visit classes, hear book reports of pupils, and discuss related books with them if opportunity arises.....	1
Present book plays in library.....	1
Buy books which pupils suggest.....	1
Distribute bibliographies of books for vacation reading—prepared by librarian, printed in shop.....	1
Place posters advertising books on bulletin board in study hall....	1
Advertise books during library instruction.....	1
Give book talks before school clubs (radio, aviation, etc.).....	1
Notify clubs of new books in which members may be interested....	1
Read poetry to English classes.....	1
Exhibit during book week books supplied by bookstores.....	1
Make special reading lists for pupils of high and low I. Q.....	1
Post movie stills along with books.....	1
Post illustrated book lists in library.....	1
Devote one section of library shelves to books concerning hobbies....	1
Build up collection of autographed books.....	1
Supply pupils wishing them with notebook, Books I Have Read....	1
Arrange to have pupils spend vacant periods in library (library-study hall).....	1
Give library book talks at assembly programs.....	1
Make on colored paper individual book lists for pupils.....	1
Have librarian in charge of high-school department at the public library give book talks to pupils.....	1
Post on bulletin boards a list of teachers' favorite books.....	1
Place library notes in school bulletin which is sent to home rooms....	1
Keep file containing book jackets on librarian's desk.....	1
Show pupils copies of beautifully illustrated editions at time of library lessons.....	1
Have one librarian on duty at the stacks every period of the day—assist pupils find books they will enjoy.....	1
Give book talks at close of periods in library.....	1
Post book lists relating to current plays, operas, and lectures.....	1
Make comments to pupils when books are being charged to them....	1

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Encouraging recreational reading.—Among the objectives of the school library, "To provide for worthy use of leisure time" is ranked second by those who returned inquiry forms. Librarians are not, however, giving merely theoretical recognition to this aim. This is indicated by the fact that 33 of the schools visited report 62 different devices for encouraging recreational reading. (See Table 38.) Displays of books, the posting of book jackets, and the use of posters for advertising books rank first, second, and third, respectively, in frequency of mention. Seven librarians report that they find informal chats with pupils of particular value. Book reviews in the school paper are mentioned seven times, and library notes of a general nature in the school paper are mentioned four times.

In five schools librarians give book talks to English classes. The book talk offers the alert and capable librarian a real opportunity to "sell" books to the pupils of the school. As such, this device might well be used more often than seems to be the case.

Three schools report keeping in the library bookmarks upon which are listed books suggested for pleasure reading. In three junior high schools regularly scheduled reading hours are said to be effective in encouraging reading for pleasure. At the Horace Mann Junior High School, Lakewood, Ohio, the library club prepared a book news bulletin, had it mimeographed, and distributed it during book week.

The librarians in two schools report making studies of pupils' reading habits and interests. A knowledge of what pupils read and of what they like to read should prove of distinct value to the school librarian who wishes to encourage and guide recreational reading.

The librarian at Grant Junior High School, Denver, sponsors a book club composed of the seventh-grade pupils with the lowest scores in the Stanford achievement test. These pupils, who would ordinarily do very little, if any, recreational reading, are provided with interesting books suited to their ability and are encouraged to read them. The librarian reports that the pupils read a surprisingly large number of books and that many of them appear to be cultivating desirable reading habits.

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At Lake Junior High School, Denver, book jackets are used for making a scrapbook to which pupils may refer when they wish to get a book to read. At Grant Junior High School, also in Denver, book reviews are cut from book jackets, pasted on different colored cards, and filed in a box for use by pupils.²

The librarian at Lake Junior High School, Denver, gives book talks to the various home groups in the school as she receives invitations. Home-room teachers in many schools would undoubtedly welcome talks by librarians who are interested in books and are alive to the possibilities of interesting secondary-school pupils in the resources of the library. At Alexander Hamilton Junior High School, Elizabeth, N. J., book talks are given in home rooms by members of the library council, a pupil organization with a representative from each home room. The librarian makes suggestions and assists the council members in preparing their talks.

Hutchins Intermediate School, Detroit, assembles interesting exhibits centered around famous men whose birthdays occur during a given month. For example, pictures, famous sayings, and biographies combine to make the display centered around "April birthdays."

Book reviews and library notes are frequently placed in school papers; but it is quite unusual to find in the advertising columns of a school paper an attractive library advertisement of a book, a group of books, or some feature of the library and its service. Readers of the Hutchins Star (Hutchins Intermediate School), however, can not fail to note the striking and original library advertisements which appear regularly in this school paper.

A valuable hobby for the librarian is that of collecting autographs. At Hutchins Intermediate School the librarian has a remarkable collection of autographs around which she builds book displays related to the man whose autograph she is featuring. Among men whose autographs have been thus used are Grenfell, Theodore Roosevelt, Kipling, and Edison.

² At the Stevenson room in the Cleveland Public Library, reviews or short statements are pasted on the inside covers of books. Miss Roos, the librarian in charge, reports that the young people (they are high-school pupils) who use the room seem to borrow books having these statements more often than books with no such statements.

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The librarian takes every opportunity to secure for the library autographed copies of books in which the pupils are interested. A valuable collection of such books is being assembled. A significant feature of the collecting of these autographs is the librarian's success in having pupils participate. For example, during a visit of Grenfell to Detroit members of the library club attended his lecture and secured his autograph. The fact that the autograph belonged to them made the pupils feel a particular interest in the exhibit of Grenfell's books which they arranged.

At Lincoln School, Teachers College, Columbia University, the librarian is frequently invited to visit classes when the pupils are giving book talks or book reports. As the opportunity presents itself, she engages the pupils in conversation regarding the books they have discussed and suggests further reading on related subjects.

Before school closes in the spring the pupils of the Bronxville, (N. Y.) High School are given bibliographies of books suggested for vacation reading. These book lists are prepared by the librarian and are printed by pupils in the printing classes.

During the library instruction periods books are advertised by the librarian at East High School, Denver. In this same school the librarian is doing some interesting work with school clubs. Book talks are given before the various clubs to interest the pupils in available library materials which are related to their club activities. When new books are received the librarian informs the various clubs of materials which may be of interest to their members.

At South High School, Denver, English teachers often invite the librarian to come to their classes to read poetry to the pupils. This offers the librarian an opportunity to interest pupils in poetry and to make them realize the material available in the library. A librarian who is able and willing to read poetry to English classes must of necessity be a welcome ally of the English teachers in any school.

The librarians at Technical High School, Omaha, state that the fact that every pupil spends at least one period a day in the library stimulates recreational reading, for this practice gives all pupils regular contact with books

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At the Township High School, Evanston, Ill., the librarian often makes individual book lists for pupils. These lists, which are made in response to pupils' requests for suggestions of good books, are attractively printed on colored paper. The individual book list is made with the interests and abilities of a specific pupil in mind, and accordingly has an advantage over book lists of a more general nature which are made for pupils in a certain grade.

At R. J. Reynolds High School, Winston-Salem, N. C., lists of teachers' favorite books are posted on a library bulletin board as a method of advertising books.

The problem of stimulating recreational reading merits and is receiving much attention and study on the part of the selected schools visited during this investigation. Encouraging reading for pleasure represents, however, only one phase of the librarian's work.

Methods of encouraging the use of the library in preparing school work.—A second type of reading which librarians aim to encourage is the reading done by pupils in preparing their school work. One-half of the librarians who give information regarding methods of encouraging pupils to use the library in preparing school work state that they supply teachers with bibliographies of material available regarding various units of class work. (See Table 39.)

Only three librarians report visiting classes. A number state that they should like to visit classes but that they have no time for doing so. This is to be regretted, because frequent visits to classes are an excellent means of keeping in touch with class work and are a guide to the librarian in adapting the library to the needs of the teacher.

Three librarians emphasize the value of being thoroughly familiar with the courses of study for all departments in the school. In two libraries a practice is made of posting reading lists near the shelves on which are kept the books referred to in the reading lists.

Collections of all textbooks used in the schools are kept in the libraries of Girls' High School, Brooklyn, and Technical High School, Omaha. At South High School, Denver, the librarian has charge of teachers' copies of textbooks. The librarians in these three schools report that a knowledge of

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the textbooks used in the classes of the school is helpful in determining what additional materials can be used in the classroom.

TABLE 39.—*Devices employed to encourage the use of the library in preparing school work*

Device	Number of schools ¹
Supply teachers with bibliographies of material available in library for various units of work	12
Keep in touch with units being studied in various classes	4
Visit classes	3
Become familiar with every course of study	3
Post reading lists in library near books from which readings will be taken	2
Send books to classroom for a short period of time	2
Maintain collection of textbooks used in all classes	2
Keep reference books in study hall so that pupils may have ready access to them	1
Send to classrooms illustrated reading lists relating to unit being studied	1 st
Place books needed by various classes on special tables in library	1
Have department heads examine all books in library and make classified bibliography of available material for each department	1
Display related books at exhibits of projects of various departments	1
Label sections of library shelves with signs indicating subjects with which books deal	1
Check, in old Readers' Guide, subjects upon which pamphlets, clippings, and illustrative materials are available	1
Maintain a card catalogue of Victrola records and illustrative material	1
Provide books for classroom libraries	1
Check out teachers' textbooks and thus keep in touch with their work	1
Build up picture collection to illustrate each course of study	1
Place necessary materials in library classroom and permit teachers to use room for supervised study	1
Have in library a bulletin board for each department	1
Relate course in library instruction to other courses pupils are taking	1
Place in hands of pupils a library guide listing all books in library and the subjects in connection with which each book is valuable	1
Post bibliographies in classroom	1
Use library as a study hall	1

¹ Librarians of 24 schools reported devices to encourage the use of the school library in preparing school work.

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At Richard Hardy Memorial High School, Richard City, Tenn., all library books used for school work are kept in the study hall, where pupils may have ready access to them. Books for recreational reading are kept in the school library. In the Evanston Township High School, Evanston, Ill., books which teachers wish reserved for their classes are placed on shelves in the study halls of the school. This practice not only gives pupils ready access to books, but in Evanston it has acted as a relief for an overcrowded library; pupils who ordinarily would go to the library can now do their work in the study halls.

The head of each department in the J. E. Brown Junior High School, Atlanta, examined all books in the library and listed the titles of those relating to the work of his department. The books in these lists were classified according to the topics with which they deal and were printed by the printing classes of the school. As new books are received department heads examine them and supplements to the original book lists are issued. These bibliographies are not only valuable because they can be referred to by teachers of the school, but they are especially worth while, because in the making of them the department heads come to realize the resources of the library.

At the West Allis (Wis.) High School the librarian uses an old copy of the Readers' Guide in which to indicate the subjects regarding which pamphlets, clippings, and illustrative materials are available.

In the library of Girls' High School, Brooklyn, is a bulletin board for each department of the school. Teachers use these for posting lists of required and suggested reading.

In general, librarians trying to encourage pupils to use the library in preparing their school work proceed along three lines: First, they become familiar with what is taught in various courses; second, they inform teachers and pupils regarding materials available relating to their courses; and third, they make library books readily available to pupils and members of the teaching staff. Of particular interest is the plan of placing in study halls library books which pupils need in connection with their school work.

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Miscellaneous activities.—During the visits to school libraries the writer encountered a number of ideas and devices which can be classified under no other section of the report.

In one junior high school fiction may be borrowed by pupils only on Friday nights, to be returned on Monday. The reason for this practice is that the principal feels that during the week work reading should be emphasized to the exclusion of pleasure reading. The question can well be raised as to whether the library in this school is giving the junior high school pupil adequate guidance in his recreational reading.

At the Bronxville (N. Y.) High School the librarian arranged for an exhibit of bookplates in the school library. Pupils who had bookplates of their own brought them; a large number of pupils brought their parents' bookplates, and teachers in the school supplied their bookplates. The exhibit aroused much interest among the pupils and is reported to have encouraged many pupils to have bookplates of their own and take an interest in building up a personal library.

At the South Philadelphia High School for Girls is a special bulletin board which is used for displaying clippings and pictures of noted men and women on their birthdays. To assist in caring for this display, there is arranged a card file of the birthdays of all men and women regarding whom the library has clippings or illustrative materials. Reference to the cards in this file readily determines the materials available regarding men whose birthdays fall on a given day.

The library at the South Philadelphia High School for Girls celebrated Jewish book week by exhibiting books about the Jewish race and books written by Jews. On the bulletin boards were posted pictures of noted Jews and clippings about their activities. These displays are reported to have aroused more interest and attracted more attention than any displays which have been held in the library during recent years. Libraries in schools attended by large numbers of pupils of any nationality may find this device helpful in interesting pupils in books regarding the land and people of their parents.

The librarian in one high school reports that a number of years ago she voluntarily began making monthly library reports to the principal of her school. These reports include

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circulation data and attendance reports, comparing the library statistics for the month with those of previous years. Included in each report are also descriptions of interesting library projects carried on during the month. The librarian in this school believes that these monthly reports have done much to interest the principal in the library and to help him realize its achievements and its needs. The principal on his part states that the library reports are a source of real interest to him and that the achievements the library reports are a source of pride.

At John Hay High School, Cleveland, motion pictures of the library and of pupils carrying on various activities in the library are used in giving pupils instruction in the use of the library. The pictures, the showing of which occupies about 20 minutes, were taken in the school under the direction of one of the science teachers.

The librarian at Alexander Hamilton Junior High School, Elizabeth, N. J., reports a study of the library attendance of pupils in various home rooms. The results of this study revealed the fact that pupils in some home rooms use the library a great deal but that those in other home rooms make scarcely any use of the library. The findings of the study were brought to the attention of pupils in the different home rooms, and care was taken to present to them the advantages of using the library. As a result of this study a number of home rooms held discussions regarding the library and its use.

CHAPTER IX : THE LIBRARY IN THE SMALL HIGH SCHOOL

1. THE SITUATION

The library situation in the small high school represents a serious problem. Studies indicate that the problem of providing adequate library facilities has been solved by few small high schools. The following quotation from a summary of investigations of libraries in small high schools reports findings which are typical of such studies:¹

A study of the educational facilities of 12 cape towns in Massachusetts states that the number of library books was less than 200 for each of the 10 high schools studied, except 1, and that the majority of the books were not suited to the needs of the schools. Not a single school had a library room. Five of the 10 high schools made use of public libraries.

Spaulding, in his study of small junior high schools in Massachusetts, says that though a few schools had made arrangements by which pupils might visit the town libraries in school hours, only two had libraries in the school buildings. Of these two, one consisted of a well-planned library room almost without books, and the other a few shelves of volumes, borrowed from the local public library, in a corner of the principal's office.

The New York State survey reports that the library equipment of rural high schools was but little more than half what it should be if pupils in such schools were to have opportunities commensurate with those of pupils in city high schools in the phases of work dependent upon libraries.

Ruff's study of five small high schools in Pennsylvania shows that responsibility for raising funds for libraries rests almost wholly upon principals and teachers. During a period of 24 consecutive months these five high schools spent \$95.56 on libraries. In three of the five high schools the number of books fell far short of the number set up as a desirable minimum for such schools. None of the libraries in the schools had attractive, well-lighted, or convenient quarters.

The Virginia State survey has given much more space to the library situation than most State educational surveys. . . . In discussing the library situation of high schools, it says that the surveyor on his rounds of inspection not infrequently found the library room to consist of a dingy little side room or a hole in the wall, with the door locked. Why the door should have been kept locked was something of a mystery, since often the library was so small that it would not have been noticed.

¹ Lathrop, Edith A. The Library in the Small High School. *Library Journal*, 54 : 737-741, Sept. 15, 1929.

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In numerous instances the books that were on the shelves were so old, worn, or ill adapted to school needs that none but an antiquarian or junk dealer would have had much use for them. Often there was no money with which to buy books. . . . It was rare to find a trained librarian in the small high school. It was customary for a teacher to assume charge of the supervision of library books and delegate the active work of the library to pupils. On the whole, the libraries were not developing reading habits in the pupils. But this was not to be wondered at, since well-chosen books were so limited. But few high schools—even among the middle-size ones—furnished an adequate supply of current magazines and newspapers.

A recent study, entitled "The Rural Junior High School," published by the United States Bureau of Education, gives data regarding library facilities of 131 rural junior high schools located in 30 States. It was found in this study that most of the library rooms had insufficient floor space—50 per cent were without tables; that slightly more than 40 per cent of the libraries had fewer than 1,000 books; and that only 26 of the 131 schools (less than 20 per cent) had full-time librarians.

Miss Lathrop concludes that—

the library facilities of small high schools are usually inadequate as to quarters, books, librarians, and that the funds are insufficient to provide better facilities.

Data presented in earlier pages of this report similarly indicate that few small high schools make adequate provision for library service. The person in charge of the library in the small high school is usually burdened with a heavy teaching program;² typically she has had little, if any, training in library work;³ and frequently the library is housed in a corridor, the principal's office, or a classroom.⁴

2. SUGGESTIONS FOR IMPROVEMENT

Knowledge of library conditions in small secondary schools makes the following question particularly pertinent: What can be done to improve library service in the small high school? Suggestions for such improvement may be found by noting the methods used in a group of small high schools which have successful library service.

Essentially, the library problem in the small high school is occasioned by the fact that the library serves only a small group of pupils. A number of schools in small communities

² See Ch. IV.

³ See Ch. IV.

⁴ See Ch. III.

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have discovered that enlarging the size of the group served by their libraries does much to increase funds available for the support of the school library and in this way improves library facilities in the small high school.

That libraries in high schools frequently increase the size of the group they serve is indicated by the fact that 110 of the 390 schools returning the library inquiry form serve both elementary- and high-school pupils. High schools with small enrollments provide library service for elementary-school pupils more than do schools with large enrollments. Forty of the 53 libraries in schools with 100 or fewer pupils serve elementary-school pupils as compared with 1 of the 55 schools with enrollments of more than 2,000.

The library at the Clyde (N. Y.) High School, a 4-year high school with an enrollment of 233, serves both elementary- and secondary-school pupils. The librarian is a college graduate with 32 semester hours of training in library work, and she has no duties other than her library work. The library has 3,500 books and subscribes to 50 magazines. Having a full-time trained librarian to serve 233 high-school pupils would be impossible in most communities; on the other hand, if the library serves both elementary- and high-school pupils, the board of education and the community are more likely to feel justified in employing a full-time librarian. Early in the stage of library development at Clyde a trained librarian was employed to take charge of the library. She was, however, allowed only half of her time for library work. At the close of the first year in which the library had been in charge of a trained librarian the superintendent of schools presented to the board of education a report of the librarian's work for the year, pointing out particularly the service a trained librarian had been able to give the school and the value of this service to the school. He also listed other service which the librarian could give both elementary- and secondary-school pupils if she could devote full time to her library duties. The results of the librarian's work in her first year at the school and the definite proposals for the extension of library service combined to make the board of education realize the need of a full-time librarian in their school system.

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The Richard Hardy Memorial High School, Richard City, Tenn., a junior high school with an enrollment of 80 pupils, has a library containing 3,100 books served by a full-time librarian who is a college graduate and has spent one year studying in a library school. This library also serves both elementary and secondary school pupils. Clyde High School and Richard Hardy Memorial High School are examples of small high schools in which a full-time trained librarian has been justified to the board of education, because the library serves not only the small group of high-school pupils but serves also the elementary-school pupils.

Libraries in small schools may increase the size of the groups which they serve by providing library service not only to school pupils but also to the public.⁵

The library of the Ben Avon (Pa.) High School, a junior-senior high school with an enrollment of 240 pupils, serves both the community and the school. The librarian, who devotes her entire time to library work, is a college graduate and has spent one year in a library school. In this library are 5,100 books; 54 magazines are received regularly.

The library of the junior-senior high school at Caney, Kans., with an enrollment of 314, serves both the public and the school. The books in this library number 5,600; magazines received, 52. The librarian devotes her entire time to library work. If the library served only the high school, it is probable that in neither Ben Avon nor in Caney would the community feel warranted in hiring a full-time librarian, in supplying more than 5,000 books, and in subscribing for more than 50 magazines. The fact that the library is serving both the public and the school makes it possible for the schools in these communities to have library facilities quite superior to most schools of their size.

A third method by means of which the group served by the school library may be increased is by consolidating school districts. According to this plan, one large high school serves a number of communities and takes the place of a corresponding number of small high schools. Typical of consolidated schools which supply adequate library facilities

⁵ Data from schools taking part in this study indicate that small high schools serve the public more often than do large schools. See Ch. X.

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to secondary-school pupils in small villages is the Manheim Township High School, Neffsville, Pa. This school, a junior-senior high school with an enrollment of 400, is located in a village of 300 people. Formerly the districts served by this township high school had a number of schools enrolling 100 or fewer pupils, none of which had adequate library facilities. The pupils attending Manheim Township High School now have access to a well-equipped library with a trained full-time librarian in charge.

The county library system is doing much to improve the library situation in the small schools of a number of States, including certain counties in California, Minnesota, New Jersey, and Tennessee. Typical of the results of the county library system is the situation of the Soddy (Tenn.) High School. This high school has an enrollment of 166 pupils and is located in a small mining village. Despite its size, the school has a book collection of more than 4,000 books supplied by the Hamilton County Library. Additional books may be borrowed from the county library as they are needed.

The successful library service found in a number of schools makes it clear that the library situation in small high schools is far from hopeless. Continued efforts to increase the size of the groups served by the libraries in the smaller high schools will undoubtedly result in raising the standards of library efficiency in such schools.

3. PROVISIONS FOR KEEPING LIBRARIES OPEN IN SCHOOLS WITH PART-TIME LIBRARIANS

Part-time librarians are found in most small high schools. If libraries in these schools were to be closed when the librarians are engaged in other duties, the libraries in many schools would be open for only a very short period during each school day.⁶ Schools with part-time librarians report, however, a number of provisions for keeping the library open when the librarian is unable to be present. (See Table 40.)

The most frequently used method of keeping the library open when the librarian is occupied with other duties is having a pupil in charge of the library. At Elk River, Minn.,

⁶ See data regarding duties of librarians, other than library work, in Ch. IV.

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the high-school library is in charge of a teacher-librarian, who teaches three classes a day. A pupil assistant works in the library every period of the day, and during the time the librarian is teaching, the pupil assistant has complete charge of the library work. Since the library in the Elk River High School is used as a study hall, a teacher is in the library each period of the day to check attendance and care for discipline. This limits the pupil assistants' responsibilities to library work only. Both the principal and the librarian at Elk River feel that this system of keeping the library open is very satisfactory—all pupils have constant access to the library, and the pupil assistants assume responsibility and care for their library duties very well.

TABLE 40.—*Provisions for keeping libraries open in schools with part-time librarians*

Provision	Number of schools ¹
Library in charge of pupil when librarian is unable to be present..	77
Library in charge of teacher when librarian is unable to be present..	54
Library closed when librarian is unable to be present.....	35
Teacher-librarian teaches a class and supervises the library at the same time.....	4

¹ A total of 165 schools reported having part-time librarians.

Fifty-four schools report that teachers take charge of the library when the librarian is unable to be in the library, and in 35 schools the library is closed when the librarian is engaged in other work. In four schools having the library in a classroom, the teacher-librarian supervises the library and teaches a class at the same time.

A large proportion of schools having part-time librarians report plans for keeping the library open when the librarian is unable to be present. This situation is an encouraging feature of library service in small high schools.

CHAPTER X : EXTERNAL COOPERATIONS

1. COOPERATION WITH OTHER LIBRARIES

School libraries should not remain aloof from other libraries. The school library can benefit much from the help of the public library, and, in turn, the school library can assist the public library. In an attempt to ascertain the extent and nature of cooperation between high-school libraries and other libraries, persons filling out the inquiry forms of the present investigation were asked to report activities by means of which their libraries cooperate with other libraries.

The cooperative devices most often reported are borrowing books from State or other public libraries. (See Table 41.) Sixteen other cooperative activities are listed by the various schools, but none of these is mentioned more than ten times; most of them are reported by from one to four schools. Ten schools send to the public library the reading lists for various courses so that the public library may know what books are likely to be used by high-school pupils. Eight schools have their books catalogued, classified, and prepared for the shelves at the public library. It is significant to note that school libraries controlled or partially controlled by the public library have their books catalogued by the public library more frequently than do school libraries controlled solely by the board of education. School libraries, the control of which is shared by the public library, have regular book deliveries from the public library more often than do those which are controlled by the board of education. Long-period loans of books are more often arranged for libraries in schools which cooperate with the public library in library control than in those supervised solely by the board of education. In two schools the pupils are given instruction in how to use libraries at the public library, and one school library reports that the public library instructs its pupil assistants in the classification of books.

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TABLE 41.—*Methods of cooperating with other libraries in school libraries classified according to the agency controlling them*

Method	Controlling agencies			
	I ¹ (322)	II ² (38)	III ³ (30)	Total (390)
1	2	3	4	5
Borrow books from public library for short period of time	57	9	6	72
Borrow books from State library	33			33
Send school reading lists to public library	10			10
Have books catalogued and classified at public library	2	6		8
Use regular book-delivery service from public library	2	5		7
Have books pupils need placed on reserve shelf in public library	4		1	5
Notify public library of assignments which may cause use of their books	4			4
Borrow books from public library for periods of time ranging from 1 semester to a year	2	2		4
Use same system of classifying books as is used by public library	4			4
Depend on public library for fiction books	2		1	3
Take pupils to public library, where they are given instruction in how to use a library	2			2
Appoint school representatives for book-of-the-month club conducted at public library	2			2
Use regular book-delivery service from county library	2			2
Borrow books from county library for short period of time	2			2
Send pupil assistants to public library, where they are given instruction in the classification of books	1			1
Borrow books from county library for periods ranging from 1 semester to a year	1			1
Receive assistance from helper provided by State library	1			1
Suggest to public librarian books for purchase	1			1

¹ Library controlled by board of education.

² Library controlled by public library board or by public library board and board of education jointly.

³ Agency controlling library not given.

NOTE.—The numbers in parentheses indicate the number of school libraries controlled by the agency indicated.

Two high schools in Los Angeles appoint pupil representatives to a book-of-the-month club sponsored by the public library. This club, which includes representatives from the city's various high schools, meets monthly at the public library and discusses books. The purpose of the club is to stimulate good reading among high-school pupils.

One librarian reports that the State library assists her by sending an assistant to help her with problems. At West Allis, Wis., the public library invites the high-school librarian to suggest books to be ordered. It is reported that this cooperation has done much to provide the public library with a collection of books valuable to high-school pupils and has encouraged high-school pupils to use the public library.

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The reports of cooperation with other libraries point out no cooperative device which is confined to use by school libraries which are controlled, at least in part, by the public library. Some devices are, however, more likely to be used if the public library has a share in the control of the school library.

2. PUBLIC USE OF SCHOOL LIBRARIES

The general public uses the high-school library in approximately one-third of the schools which report whether or not people from outside of school use their libraries. (See Table 42.) More than two-thirds of the libraries in schools with enrollments of 300 or fewer are used by the public, whereas slightly more than one-fifth of the schools enrolling more than 300 pupils permit the public to use their libraries. Small schools are frequently in villages or rural districts where the school library provides the only library facilities in the community. In this case it is natural that the school library should be used not only by pupils but also by their parents and the public at large.

TABLE 42.—*Extent of use of school libraries by the public*

Use	Enrollment					Total (364)
	100 or fewer (48)	101-300 (69)	301-750 (83)	751-2,000 (112)	More than 2,000 (52)	
1	2	3	4	5	6	7
Public uses school library.....	34	48	26	15	3	126
Public does not use school library.....	14	21	57	97	49	238

NOTE.—The numbers in parentheses indicate the number of schools in the various enrollment groups which indicated whether or not the public uses the school library.

In 93 of the 126 schools in which the public is permitted to use the library, people outside the school population are given access to the library at all times. Twenty-five schools report, however, that the public may use the library outside school hours only, and in six schools the public uses the library on certain evenings of the week when it is kept open for this purpose.

Permitting the public to use the school library causes a number of problems. Thirty-four schools report a difficulty

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because people from outside the school borrow books needed by pupils. Reports from 33 schools indicate that the problem of book selection is made more difficult if a library serves both the school and the general public, for books which adults want are often wholly unsuited to the needs of high-school pupils. The fact that when they come to the library people from outside of school disturb the pupils is mentioned as a problem in 18 schools, and four reports state that those from outside the school frequently abuse the books.

Not only do reports indicate problems in connection with having the public use school libraries, but they also list a number of devices which are helpful in meeting these problems. (See Table 43.) Most frequently mentioned as a device is the fact that no book is purchased which is not appropriate for the pupils. This seems to indicate that the attitude of many school libraries is that the public may use the books bought for the pupils of the school, but that the school will not buy library books especially for those not enrolled in the school. In 23 schools admission of the public only outside school hours is reported as a helpful device. The libraries of 20 schools keep books for pupils separate from those for adults. Five libraries do not permit all books to circulate to the public; the books most needed by pupils are reserved for school use only.

TABLE 43.—*Helpful devices reported by schools permitting the public to use their libraries*

Device	Number of schools ¹
Inappropriate books not purchased.....	121
Public admitted only after school.....	23
Books for adults kept separate.....	20
Adults not permitted to use books in pupils' section.....	5

¹ Data are for 126 schools permitting the public to use their libraries.

CHAPTER XI : SUMMARY, SIGNIFICANCE, AND UNSOLVED PROBLEMS

I. SUMMARY

1. Librarians, teacher-librarians, and principals agree that the two most important functions of the secondary-school library are (a) to enrich the curriculum and (b) to provide for worthy use of leisure time.
2. Inadequate facilities and inadequate staff are the difficulties most often reported by the high-school libraries taking part in this study.
3. The Dewey decimal system of classification is the method of classifying books dominantly used in secondary-school libraries.
4. In practically all high-school libraries teachers are encouraged to suggest books to be ordered.
5. The results of this investigation and of previous studies agree in indicating the practice in many high schools of employing teachers without library training, to assign these teachers full-time teaching loads, and in addition to ask them to take charge of the school libraries.
6. Pupil assistants are being used in most high-school libraries, and they are performing a wide range of activities.
7. High schools use various procedures for admitting pupils to their libraries. A number of schools report successful use of a method by means of which pupils go to the library freely without having their attendance checked at any time.
8. Most librarians do not approve of having the library and study hall combined. Principals, however, look with favor on the combination plan. A study of the use made of library materials indicates that these materials are used more in schools having library-study halls than in schools whose libraries are separate.
9. Regular instruction in the use of books and of libraries is given in approximately two-thirds of the schools taking part in this study. Studies of high-school libraries more typical of those of the Nation than those included in this

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investigation indicate that instruction in the use of books is given in less than one-third of the high schools.

10. Many high-school libraries do not keep records of circulation. In those libraries which do record data concerning circulation there is great difference in the methods of keeping these data and also in the data which are kept.

11. Junior high school pupils use the school library for pleasure reading more than do senior high school pupils. Senior high school pupils, however, make more use of the school library in connection with their school work than do pupils in junior high school.

12. The classroom library, the departmental library, the circulation of books to the classroom for short periods of time, and the sending of pupils to the library during class periods are representative of the means by which the library is being adapted to the newer methods of classroom procedure.

13. High-school librarians report the use of many devices for encouraging recreational reading, for interesting teachers in the library, and for encouraging the use of the library in the preparation of school work.

14. High-school librarians state that teachers can do much to improve library service by giving early notice of library materials which they or their pupils will need.

15. A number of high-school libraries receive cooperation and help from city libraries, county libraries, and State libraries.

16. Persons from outside the school are more often permitted to use the libraries in small high schools than in larger ones.

17. The small high school is a particularly difficult situation in which to develop satisfactory library service. The use of the high-school library by the public, the use of the high-school library by elementary-school pupils, the development of county library systems, and the consolidation of school districts are methods which have been reported as successful in increasing the size of the group which the library in the small high school serves.

2. PRACTICES TO CONSIDER IN EFFORTS TO IMPROVE LIBRARY SERVICE

Study of the materials gathered during this survey of outstanding-secondary-school libraries gives emphasis to library

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facilities found in many schools and to a number of practices and activities carried on in high-school libraries. In the following pages are listed certain of these facilities and practices which may well be given careful consideration by the principal or librarian who wishes to undertake a program for the improvement of school library service.

The library staff.—(1) Many schools have full-time librarians who are college graduates and have also had professional training in library science. Most of the smaller schools, however, employ teacher-librarians. In a number of these schools the teacher-librarians have had library training and are given teaching loads so reduced that they may devote a major portion of their time to library work.

(2) More than three-fourths of the schools have pupil library assistants. Several librarians state that pupil assistants are selected with care and are given adequate training in the duties which they are to perform. Reports indicate that pupil assistants engage in a wide range of activities.

Library facilities.—(1) Among the library rooms reported by various schools are the following: Reading rooms, work-rooms, conference rooms, library classrooms, and rooms for visual education. In a few schools teachers' reading rooms adjoin the library, thus giving teachers ready access to the library during their vacant periods.

(2) Equipment in the libraries cooperating in this investigation includes not only charging desks, catalogue cases, and other equipment necessary for carrying on routine work of the library but also many items of value in encouraging reading and in extending the sphere of the library's influence. Among such items of equipment are the following: Bulletin boards, display cases, magazine-display racks, files of pictures and pamphlets, files of lantern slides, trans-lux machines, phonographs, and cabinets of phonograph records.

(3) Adequate collections of well-selected books and magazines are found in a considerable number of school libraries. Most librarians report that suggestions from teachers are helpful in selecting books which will be of maximum use.

Library practices.—(1) A number of schools have systems of admitting pupils to the library which reduce admission routine to a minimum for pupils, teachers, and librarians.

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Many schools use methods of admission which make unnecessary the use of library permits, and a few schools have gone so far as to give pupils complete freedom with regard to going to and from the library, no attendance being recorded either in the library or in the study hall.

(2) Reports from the schools studied reveal a divergence of opinion regarding the combination library-study hall. Data gathered during the survey indicate that pupils in schools having library-study halls make greater use of library materials than do pupils in schools with separate libraries. The evidence indicates that if the library purposes to encourage the use of its materials the combination plan achieves this aim better than separation. Objections to the library-study hall can not, however, be ignored. A number of schools report making efforts to remove the basis for objecting to the combination plan. In four schools, for example, teachers are assigned to the library for each period of the school day. It is the duty of these teachers to care for attendance routine and for any disciplinary problem which may arise, thus leaving the librarian entirely free for professional work.

(3) Librarians report various methods of adapting the library to the newer methods of classroom teaching which make it necessary for pupils to use library books during class periods. Representative of the methods used are the following: (a) Establish classroom libraries; (b) lend books to classrooms for various periods of time; (c) establish departmental libraries to aid teachers in conducting supervised study; (d) permit pupils individually or in groups to come to library during class periods; (e) have classes meet in library.

(4) In three libraries magazines are collected and set aside for clipping by pupils who wish pictures for booklets they are making.

(5) Many librarians are making efforts to encourage teachers to use the library. Frequently used and much appreciated by teachers are devices which aim to inform them regarding the resources of the library—library news bulletins, library news notes in the principal's bulletin, book exhibits at faculty meetings, exhibits of new books in the teachers' reading room, talks by the librarian at faculty

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meetings, discussion of library problems during an entire faculty meeting, and teas for teachers held in the library.

(6) A large number of devices are reported for encouraging recreational reading. Methods most often used are book exhibits, posting book jackets, and advertising books by means of posters.

(7) A junior high school librarian reports sponsoring a book club composed of seventh-grade pupils with the lowest scores on the Stanford achievement test. Lists of interesting books suited to the abilities of these pupils are compiled, and successful efforts are made to introduce these pupils to books which they enjoy reading.

(8) Librarians report three types of activities in encouraging pupils to use library materials in preparing their school work: First, librarians become familiar with what is taught in various courses; second, they inform teachers and pupils regarding materials available relating to their courses; and, third, they make library books readily available to pupils and teachers.

(9) A few librarians report making research studies in attacking local problems. Such studies as are reported may not in all cases be valid from a scientific point of view. They do, however, represent an effort to improve conditions or to measure changes which are taking place. Among the investigations made by librarians are the following: (a) A survey of what pupils read and of what they like to read; (b) a study of the number of pupils sent to the library by various teachers during a period of one week; (c) a library census which identified pupils borrowing library books and those not using library materials; (d) a study of book cards to determine what books are not being used; (e) a study of the library attendance of pupils in various home rooms; (f) a study of the number of books lost before and after pupils have been required to check at the door of the library brief cases and books not belonging to the library; (g) an investigation of the circulation statistics and library attendance data before and after the introduction of a new method of classroom teaching in the school; (h) an experimental use of the classroom library to determine whether it fits into the educational program of the school

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and to try out various methods of administering books in the classroom.

(10) A large proportion of the schools studied provide instruction in the use of the library. In most schools this instruction is given as a unit in a regular course, but in a number of schools library instruction is provided in a separate course which is required of all pupils.

(11) A number of schools in small communities have discovered that enlarging the size of the group served by their libraries makes it possible to receive better support for the school library and in this way improves library facilities in the small high school. Among the plans reported for increasing the size of the group served by the library are the following: (a) The high-school library serves the pupils of both the high school and the elementary school, and (b) the high-school library serves also as a public library.

(12) A number of schools with teacher-librarians have pupils or teachers in charge of the library while the librarian is engaged in other duties.

(13) A considerable number of high-school librarians report taking advantage of the borrowing privileges granted school libraries by State libraries, by county libraries, and by local public libraries.

1. RECOMMENDATIONS FOR FURTHER STUDY

School library problems are much discussed in educational and library periodicals. An examination of the literature reveals, however, that few research studies have been made in attempting to throw light on the vital issues of school library administration. Objective investigations of several pressing problems would undoubtedly make important contributions to the school library movement. A number of studies of this type are suggested.

(1) Many and various in character are the library standards which have been set up by States and by other school-accrediting bodies. No compilation of standards has as yet proved completely satisfactory; no set of standards has been developed on the basis of scientific evidence regarding the library requirements of schools; and in no case has a statement of standards been announced which adequately

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recognizes the qualitative as well as the quantitative aspects of school library service. The problem is one which demands both extensive and intensive study.

(2) Extensive studies are necessary to determine the effect of the newer methods of classroom teaching on the use of the secondary-school library, and particularly important are experimental investigations of procedures for adapting the library to the newer methods of classroom teaching.

(3) Many interesting devices and activities are reported by high-school librarians, but no one knows the actual effect of these devices or activities upon the use of library materials or upon the reading habits of the pupils. A series of studies to appraise various methods of encouraging recreational reading would perform a genuine service in helping to determine what devices to use and which to discard. For example, what influence does the regularly scheduled free reading period have on pupils' recreational reading habits?

(4) Much discussed is the problem of the relation of the library to the study hall. Data reported in the present study indicate that the combination library-study hall encourages the use of library materials. Continued study needs, however, to be made of this problem. In such investigations as are carried on consideration must be given to the objections which many librarians are raising to the library-study hall plan.

(5) Little cooperation is reported between school and public libraries. Few high-school librarians report receiving assistance from public libraries, and even fewer secondary-school librarians report performing activities to assist public libraries. The problem of the relations of the school library to the public library demands extended investigation in order to determine the respective functions of these two types of libraries and in order to set up programs for effective cooperation between school and public libraries. The problem is one which might well be investigated by a committee of school and of public librarians.

(6) The problem of book selection in the high-school library needs further investigation. How can the book collection in a high-school library be evaluated? What criteria should be adopted in selecting books to be ordered?

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(7) The entire problem of instruction in the use of books and of libraries demands investigation. Can the value of such instruction be objectively demonstrated? What should be included in a course in library instruction? In what grades of the school ought the various units of instruction be given? Who should give the instruction, librarians or teachers? These questions must be given the same careful study that is being given other branches of the school curriculum.

(8) Throughout the country the relation of teachers to the library is receiving much attention. If teachers are not led to make effective use of library materials, the school library can at best achieve only a small measure of success. Most librarians are making conscious efforts to encourage teacher use of the library, and in many schools effective programs of teacher-library cooperation have been set up. In general, such difficulties as are reported appear to center around the fact that teachers fail to realize the resources of the library. This situation is, it would seem, one which must be attacked during the college days of teachers in training. A much-needed investigation is that of provisions which teacher-training institutions are making and can make for instructing their students, first, in the use of libraries, and, second, in the use of library materials as an aid to teaching in the secondary school.

(9) The problem of the training of secondary-school librarians requires careful investigation. Should the librarian be trained as a teacher? If so, what courses in the field of education ought she to pursue?

(10) This investigation succeeded in bringing to light a number of devices and procedures reported to be successfully used in outstanding secondary-school libraries. The sources of such devices are far from exhausted. Continued study of outstanding practices on a much more inclusive basis than was possible in this survey would undoubtedly succeed in bringing together numerous additional ideas of value alike to school librarians, teachers, and administrators. Such studies should make real contributions to the further improvement of the secondary-school library.

